TEXT

COURSE DESCRIPTION & OBJECTIVES
HRM 381 covers all aspects of modern personnel administration including selection, training, appraisal, compensation, incentives and discipline. The course will be taught from the viewpoint of management generalists as well as those planning a career in personnel.

The purpose of this course is to provide an overview of human resource management, with particular emphasis in human resource planning and strategy, personnel selection, equal employment opportunity, training, performance appraisal, compensation, and contemporary issues. The course has been developed for the student of general management whose job will involve responsibility for managing people.

STUDENT OBLIGATIONS
I. Read assigned chapter readings and answer the identified chapter homework questions prior to class lecture.
II. Watch video case, analyze relevant issues, answer the questions at the end of each case. Some exam questions will be based upon the video case questions, so adherence to this advice will assist students on test outcome.
III. Take an active role in learning.
IV. Students are responsible for all assigned readings and all materials, whether presented or not presented in class.
V. Students are encouraged to supplement assignments with web searches and readings in current periodicals relevant to Leadership (including publications such as: Human Resource Management, Journal of Human Resources). Such readings will be very helpful for participation in class discussions in order to earn maximum points. Students must use their own words to summarize information, cite any external material consulted, and create a properly formatted reference section.

PERFORMANCE APPRAISAL
Assessment of preparation, participation, teamwork and a clear understanding of the concepts and their application will be based on the following criteria:

The point breakdown is distributed as follows:

- Examinations (2@100 pts per exam) - Tests will require all students to use 'Respondus LockDown Browser'. Below is the Student Guide with instructions on how to use this program. (See Appendix F) 200
- SafeAssign submission and hand in Team Reports
  - Team Charter & Proposal 50
  - Team written report 40
  - Team presentation 60
  - Team Process Report 50
  Total Points Possible 400

Note: All non-graded assignments are still required to be submitted. Although they are not graded, every
submission will be reviewed for adequacy. **A DEDUCTION OF 5% POINTS WILL BE TAKEN OFF YOUR FINAL CALCULATED PERCENTAGE FOR EVERY NON-GRADED ASSIGNMENT NOT SUBMITTED.**

### GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
<th>GPA</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100 %</td>
<td>4.0</td>
<td>Excellent An &quot;A&quot; signifies an exceptional clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a neat and timely manner. Indicates the student spent extra time, personal energy, and critical reflection in effort to demonstrate exceptional work.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.7</td>
<td>Good A &quot;A-&quot; signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments are solid in content and were completed in a timely manner. <strong>Meets all objectives of the course and fulfills all requirements; performs at a high level.</strong></td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.3</td>
<td>Satisfactory A &quot;B+&quot; signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements. <strong>Meets all objectives of the course and fulfills all requirements; performs at a satisfactory level.</strong></td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.0</td>
<td>Marginal Pass A &quot;B&quot; signifies a solid understanding of the major concepts of the course and/or inadequate preparation in class activities. It may also indicate assignments were not completed in a satisfactory or timely manner. <strong>Makes progress toward meeting the course objectives; fulfills course requirements at a substandard level.</strong></td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.7</td>
<td>Failure A &quot;B-&quot; signifies a below average demonstration and application of course concepts and/or inadequate preparation in class activities. It may also indicate that the student has not met the attendance or assignment requirements. <strong>Fails to meet the course objectives; does not fulfill course requirements.</strong></td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.3</td>
<td>Satisfactory A &quot;C+&quot; signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements. <strong>Meets all objectives of the course and fulfills all requirements; performs at a satisfactory level.</strong></td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>2.0</td>
<td>Failure A &quot;C&quot; signifies a below average demonstration and application of course concepts and/or inadequate preparation in class activities. It may also indicate that the student has not met the attendance or assignment requirements. <strong>Fails to meet the course objectives; does not fulfill course requirements.</strong></td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>1.7</td>
<td>Failure A &quot;C-&quot; signifies a below average demonstration and application of course concepts and/or inadequate preparation in class activities. It may also indicate that the student has not met the attendance or assignment requirements. <strong>Fails to meet the course objectives; does not fulfill course requirements.</strong></td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>1.3</td>
<td>Marginal Pass A &quot;D+&quot; signifies a below average demonstration and application of course concepts and/or inadequate preparation in class activities. It may also indicate that the student has not met the attendance or assignment requirements. <strong>Fails to meet the course objectives; does not fulfill course requirements.</strong></td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>1.0</td>
<td>Failure A &quot;D&quot; signifies a below average demonstration and application of course concepts and/or inadequate preparation in class activities. It may also indicate that the student has not met the attendance or assignment requirements. <strong>Fails to meet the course objectives; does not fulfill course requirements.</strong></td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>0.7</td>
<td>Failure A &quot;D-&quot; signifies a below average demonstration and application of course concepts and/or inadequate preparation in class activities. It may also indicate that the student has not met the attendance or assignment requirements. <strong>Fails to meet the course objectives; does not fulfill course requirements.</strong></td>
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### PROFESSOR'S APPROACH TOWARD ACTIVE LEARNING

Learning can only happen when you take an active role. It is important to place more emphasis on developing your insights and skills, rather than transmitting information. Knowledge is more important than facts and definitions. It is a way of looking at the world, an ability to interpret and organize future information. An active learning approach will more likely result in long-term retention and better understanding because you make the content of what you are learning concrete and real in your own mind.

Although an active role can look different for various individuals, it is expected in this class that you will work to explore issues and ideas under the guidance of those around you (facilitator and your colleagues). You can do this by reflecting on the content and activities of this course, asking questions, striving for answers, interpreting observations, and discussing issues. During class we will strive to clarify, supplement, and analyze the things you are reading. Lecture and presentations will be minimal and, instead, class sessions will include small and large discussion Teams, “stories,” simulations, experiential
exercises, application activities, case studies, guest speakers, etc. We will learn much more about the content based on your opinions, knowledge, and experience and you are strongly encouraged to contribute to class.

COURSE STRUCTURE
In general, each week we will be discussing new material. Student involvement in the course will be enhanced through the “discussion board”. These discussions will be based on analyses of cases in the textbook and course material. The weekly assignments are listed on the last page and should be accessed in the separate tabs designated for each week in Blackboard. Material posted in Blackboard after given deadlines will not be graded.

ASSIGNMENTS
All Exams, Quizzes, Discussions and Individual Reports must be completed on an individual basis, and submitted on the due date. I do not accept emailed assignments. All reports are due via SafeAssign (this program checks your work for originality and plagiarism).

TEAM PROJECT: See Appendix for instructions on each component of the team project.
• All teams must send the professor an initial version of their presentation 1 week prior to final submission for a grade.
• All final projects are due on the Monday of the week assigned.
• Each Team must post their own final project to Blackboard for the class to see.

HELP! HELP!
Please post any questions about the course content in the HELP! HELP! section of blackboard. The tab is listed on the left hand navigation board directly under the ‘Home Page’ tab. By posting in the HELP! HELP! tab the instructor can address all students with a response. Please be sure to read the HELP! HELP! section and read all questions prior to posting, as there is likely to be an answer already asked and/or answered by the instructor. Students may also use this forum to ask other students for help. In short, use HELP! HELP! as a learning database where students can learn from both the instructor and their fellow students.

ADDITIONAL ITEMS OF IMPORTANCE
All topics and assignments are subject to change over the course of the semester. Professor reserves the right to change any topic, assignment, due date, or other course components at professor’s discretion. Students will be notified of new topics, assignments, and date changes for any course component. (e.g., assignment, quiz, exam, project component). YOU ARE EXPECTED TO BE FULLY PREPARED FOR EVERY CLASS BY READING THE ASSIGNED CHAPTERS BEFORE COMING TO CLASS. Technically speaking, quizzes may be given at any time (covering assigned readings or cases), and are likely when a substantial proportion of the class appears unprepared.

ATTENDANCE
Students are allowed one excused (i.e., permission from professor and instructions on make-up work) and one unexcused absence from class. Each absence over the allowed 2 sessions will decrease the final grade by 1/3 of the next lowest letter; e.g., if a student earns an A- with 1 unexcused absence the grade will be lowered to B+.

Tardiness / Lateness to class is unacceptable. If you are more than 20 minutes late to class this will count as an absence. If you anticipate being late please send an email at least 24 hours prior to class. When showing up late please do not walk in and immediately start asking questions. Take a few minutes to catch up to where the lecture is. Do not disrupt other students by shuffling through your bag and asking them to fill you in on where the class discussion is at present.
POLICY REGARDING MAKEUPS AND LATE ASSIGNMENTS
There are few circumstances that justify a make-up examination. Examination dates are indicated in this syllabus and you should be prepared to take examinations when scheduled. No make-up examinations will be provided without a valid and documented medical or religious excuse. Notification of a missed exam should be provided to the professor within 24 hours. Notification may be through email or phone. Documentation must be provided. No late assignments will be accepted.

EXTRA CREDIT
The professor reserves the right to add percentage points to students’ final grade for exemplary participation or completion of extra credit opportunities offered throughout the class. Extra-credit opportunities are not always made available by professor.

5 points- Join national SHRM
Students may earn up to 2% of the final grade or more through extra credit. In most cases, this leads to an increase in ½ of a letter grade (e.g., from a B to a B+ or a C+ to a B-). Students may earn 5 points extra credit for joining the national Society for Human Resource Management.
http://www.shrm.org/Communities/StudentPrograms/Pages/bufferpage.aspx
Beyond extra credit, some additional information is:

Student Membership Eligibility Requirements
- You are enrolled in the equivalent of at least six (6) credit hours per term in a degree-seeking program.
- Your coursework, taken or planned, supports an interest in Human Resource Management.

Student Membership Benefits
- Cost: $35, HR Magazine Subscription (student members outside the U.S. will receive HR Magazine online only), Full access to SHRM Online, Member Directory Online search capability, Echoes student e-newsletter (eight issues published monthly from September – May)
- Up to 5 points- Attend SHRM meetings (1 point per meeting) to learn more about human resource management.
ACADEMIC INTEGRITY

Students at Central Washington University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. I ask students to notify me when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate.

A fundamental principle of academic and community life is honesty. Violation of this ethical concept will result in penalties ranging from a grade of “F” in this course to dismissal from the University. The use of unauthorized materials, plagiarism, and communication with other students during an examination, attempting to benefit from the work of other students or similar behaviors that defeat the purpose of examinations is unacceptable. Violation of these standards is a serious offense. Any such violation shall result in disciplinary action as specified by The College and The University.

All work in this course must be completed in a manner consistent with the CWU Code of Conduct on plagiarism, cheating, sexual harassment and diversity (See CWU Catalog Appendix A & B). Everyone is expected to participate in classroom activities in a professional manner. It is the policy of the Central Washington University not to discriminate on the basis of gender, sexual orientation, disability, race, color, religion, national or ethnic origin in its educational programs. If you have a complaint, please inform the instructor, the Management Department Chair, the College of Business Dean, or the campus EEO/AA office.

“As College of Business students we pledge to uphold these standards of professionalism and conduct ourselves in accordance with them. We will not lie, cheat, or steal, and will not tolerate those who do. Our behavior defines who we are and what we will become.” For full details of the CWU Statement of Conduct and Code, http://www.cwu.edu/business/student-resources-statement-conduct-and-code-honor

Academic dishonesty and misconduct will be dealt with according to the regulations of Central Washington University. Any student caught cheating, or in violation of the student honor code, will be removed from class, and will receive a failing grade of “F” for the course. They will also be subject to the fullest provisions of the student handbook, including suspension and/or expulsion from the university. The following actions and behaviors are considered cheating:
  ∙ Plagiarism in any form
  ∙ Looking at another student’s exam
  ∙ Misrepresentation of one’s work or performance
  ∙ Using textbooks, notes, electronic devices, or any information source while taking exams

The presentation of words or ideas from any other source as one’s own are an act defined as plagiarism. To avoid plagiarism, any external material consulted should be clearly cited and referenced.

In all cases of cheating, violations of honor code and classroom conduct rules, discrimination, and sexual harassment will be forward to the Office of Student Affairs, and a letter of fact will be included in the student’s file.
**CLASSROOM CONDUCT**

<table>
<thead>
<tr>
<th><strong>DO’s</strong></th>
<th><strong>Don’ts</strong></th>
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<tbody>
<tr>
<td>Create a safe classroom</td>
<td>Please do not engage in activities that interfere with the educational mission of the university or classmates.</td>
</tr>
<tr>
<td>Read before coming to class</td>
<td>Be unprepared for discussion and class activities.</td>
</tr>
<tr>
<td>Come to class on time</td>
<td>Show up late</td>
</tr>
<tr>
<td>If late, wait until a break to enter</td>
<td>Enter the class late and interrupt the session taking away from other students learning</td>
</tr>
<tr>
<td>Raise your hand</td>
<td>Shout out answers</td>
</tr>
<tr>
<td>Put your cell phone away</td>
<td>Put cell phone on desk, leave ringer on, answer text messages</td>
</tr>
<tr>
<td>Get your work areas set up before class starts</td>
<td>Open notebooks, laptops, bags, and make noise during class</td>
</tr>
<tr>
<td>Eat, drink, and use the bathroom before coming to class</td>
<td>Bring food items into class (especially not noisy wrapped items)</td>
</tr>
<tr>
<td>Stay until the end of class (*Please notify professor if you need to leave early).</td>
<td>Pack your bags and leave before being let go by the instructor</td>
</tr>
<tr>
<td>Take written or electronic notes</td>
<td>If using a computer, do not play on the internet (trust me, when you look at your computer for long periods of time and do not participate in class discussion, everyone knows you are looking at Facebook or shopping.)</td>
</tr>
<tr>
<td>Actively participate in class discussion and activities</td>
<td>Dominate the discussion or try to hide to avoid being called on</td>
</tr>
<tr>
<td>Create a positive learning environment: Offer insightful and helpful feedback to others, and build off other students' comments</td>
<td>Be negative or hurtful when participating or providing feedback</td>
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**ADA CONSIDERATIONS & ACCOMODATIONS**

Students with disabilities who wish to set up academic adjustments in this class should give me a copy of their "Confirmation of Eligibility for Academic Adjustments" from the Disability Support Services Office as soon as possible so we can discuss how the approved adjustments will be implemented in this class. Students without this form should contact the Disability Support Services Office, Bouillion 205 or dssreceipt@cwu.edu or (509) 963-2171.

Contact information for the Center for Disability Services: Phone: (509) 963-2149 email: cds@cwu.edu

Students who anticipate special accommodation due to religious observance should inform me in writing no later than the second week of classes.

**GETTING A JOB:**

Check out the [College of Business Career Fair](http://www.cwu.edu/career/cwu-college-business-career-fair): **Friday, November 1, 2013 - CWU Des Moines, Building 29 Atruim, 10:00 am - 2:00 pm**

Optional videos on preparing for acquiring a job:
- [http://www.cwu.edu/~csmith/Getting%20the%20Job/story.html](http://www.cwu.edu/~csmith/Getting%20the%20Job/story.html)
- [http://www.cwu.edu/~cb/videos.html](http://www.cwu.edu/~cb/videos.html)
APPENDIX A: TEAM PROJECT

ALL COMPONENTS OF THE TEAM PROJECT MUST BE SUBMITTED IN BLACKBOARD USING SAFE ASSIGN

The purpose of this assignment is to provide an applied experience to explore organizations. There will be ongoing class opportunities for information synthesis, problem solving, and dialogue about the projects. The case presentation must address the specific case questions and relevant text material. Also, any additional research material on the relevant case should be included, to bring us up to date.

Each team must identify and organization and conduct interviews with actual Human Resource department personnel. You will identify a problem, conduct an analysis, and propose a solution to the problem.

Teams will be comprised of about 5 members. Please note that presentation dates and chapter assignments may change if the number of teams change due to class size.

The project has 6 components: Shared leadership (assigning a leader or 2 leaders for each of the 3 phases of the project) is required. Sections 1 through 5 consider in planning the project and require the input of all members, but the process and deliverable will be lead by the assigned phase leader.

The project will be evaluated and graded in following ways:
1. Team Charter (pages TBD) & Proposal and team member assignments - (2 pg) – (Graded: 50 points)
2. Written Report on CEO: (4 pg) – (Graded: 40 points)
3. Powerpoint presentation: (max 20 slides, 20 minute presentation) – (Graded: 60 points)
4. Team report on team processes and outcomes: (4 pg) – (Graded: 50 points)
5. Individual report on leadership skills and development: (2 pg) – (not graded)

Leadership of Phases
Phases 1 & 2: The team member/s (1 or 2 people) who leaders the design of the project will need to coordinate the inputs of each member to get the charter and proposal completed. Course material through proposal due date need to to be applied in developing the proposal to produce a careful plan.

Phases 3 & 4: These reflect what will occur during proposal, analysis, presentation and evaluation - who will do what and when.

Phase 5: The team member/s who lead/s (1 or 2 people) this phase of the project is/are responsible for coordinating members to get activities carried out to analyze the team process, outcomes and collect feedback on project success, and produce the team report.

Phase 6: The individual report requires self-leadership and reflection on the part of each team member.

Components of the team project that are not ‘graded’ are still required to be completed on time. Failure to submit ‘non-graded’ components of the project on the due date will result in a reduction of 1/3 of a letter grade taken from the final cumulative end of semester grade average.

FORMATTING & EVALUATION OF ALL WRITTEN REPORTS
All iterations of project components must be posted to ‘groups’ board! All major reports must submitted in the assignments area of Blackboard: team proposal (2pg), team report on organization (4 pg) , team leadership report (4 pg) individual report (2 pg). The total of all course components is a maximum of 12 pages (excluding cover page, appendices, references).
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Reports must be written in a concise and literate manner acceptable for business. Evaluation of all reports will be based on Quantity of Content; Quality of Content; Application of course concepts; Breadth of content; Extent of information learned. Spelling and grammatical (e.g., proper punctuation, grammatical usage, sentence structure) errors will reduce your grade.

Formatting of reports must follow APA style guidelines: typed double spaced, 1 inch margins, pages numbered, size 12 – Times New Roman font. Proper reference citations must be included, in accordance with the APA Publication Manual (6th Ed.): http://www.apastyle.org/

<table>
<thead>
<tr>
<th>Not Acceptable</th>
<th>Acceptable</th>
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<tbody>
<tr>
<td>(Inclusion of data or information from these sources will result in grade reduction).</td>
<td></td>
</tr>
<tr>
<td>Newspapers and periodicals such as Newsweek, Time, Nations Business, Wall Street Journal, and National Enquirer</td>
<td>Academic research articles in peer-reviewed journals, Research driven books and book chapters</td>
</tr>
<tr>
<td>Non-peer reviewed web-sites: e.g., Wikipedia, web “information-sites”, or web-based “white papers”</td>
<td>The organization’s websites being used in the projects</td>
</tr>
<tr>
<td>Reporter or internet (blog-site) quotes</td>
<td>Quotes extracted from non-peer-reviewed websites that are directly attributed to organizational members, tweets, organizational media collateral</td>
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</table>

These companies are not eligible for the course project: Fedex, Costco, Southwest, Chick-Fil-A, Google, Whole Foods, Nestle, Apple, SAS, Disney, Brinker International, General Mills, Amazon, Anheuser Busch In Bev., Dell, Berkshire Hathaway, General Electric, Zappos, Pepsi, Coca-Cola, Honda, Sony, Hewlett-Packard, Starbucks, GE, IKEA, Facebook.

Phase 1) TEAM CHARTER (see: APPENDIX B): A team charter (see course information in Blackboard) must be completed by each team to outline your goals and ground rules for teamwork. All organizations selected need to be approved by professor. All teams will submit periodic feedback and peer evaluations.

► Team mission (vision /purpose)- Your reason for being
► Team responsibilities -Your broad goals that will help you accomplish your mission
► Team norms - Your ground rules: how you will work together to accomplish your goals and develop good team relationships. Holding each member accountable for actions (e.g. Missing meetings, showing up late, being prepared, etc.)
► Team meetings -Type of meeting: examples – planning, decision-making, assignment of duties, assessment
► Process: Enforcing ground rules and team development
► Culture: Communication and participation, Decision making Motivating each other (internal politics), creativity

Phase 2) THE PROJECT PROPOSAL (see: APPENDIX C): Project proposal plan documents organization to be researched and plans for the following: the team development and execution of the project, the research, analysis, and presentation, and the evaluation of teamwork and team leadership in the team.

The Proposal Considers the Important Elements and Phases of the project:
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► Context: Describe the organization’s approach to human resource: recruitment, hiring, development and training, compensation, organizational structure (flat or hierarchical), career advancement opportunities, and other course relevant phenomenon.

► Why this organization: What is the organization currently doing in each of the areas associated with the current course literature to which your Team is assigned?

The proposal includes the following team related components:
► Team goals - Goals, target date, goal leader
► Structure: Accountability
► In BLACKBOARD - Go to the team section to create individual assignments, due dates, correspondence, and ongoing progress. You should document your activities in carrying out all phases of the project in your team page (see criteria for each report below) including how the success of the project was evaluated. You will also document your activities in carrying out the leadership and member roles in your team and individual reports.

The final team charter and team proposal are to be submitted as one document for grading.

Phase 3) WRITTEN REPORT
Written reports should be submitted to instructor one week before presentation. This must be researched and analyzed using course topics/concepts and presented. The written report must be a maximum of 4 pages, created by the TEAM. Criteria for preparation (see also detailed rubrics below). The written report is a summary of your observations, insights, and findings and analysis of the organization’s current status and future prospect based on the context, relevant course concepts, management, and findings. This should include a Plan of Action.

Components of the WRITTEN AND PRESENTATION COMPONENTS of the project:
► Management: Offer an analysis of a major problem encountered by the Human Resource department. Teams must identify an organization, and contact the HR staff to conduct interviews.
► Findings: Draft a plan of action as if you were a consultant to the organization. Make at least 3 recommendations, based on analyses of the organization and it’s problem, and relevant course concepts. The plan of actions should specifically include: What should be reduced, added, enhanced, or eliminated?

Phase 4) POWERPOINT PRESENTATION: The powerpoint presentation oral report is a summary of the written report of analysis conducted on the organization. There should be a brief profile of each organization, followed by, a number of major points of interest regarding the organizations’ practices and policies (as pertaining to relevant information regarding course concepts and the section of the course the case is intended to reflect). The presentation must reflect insights from the readings.
► Powerpoints should be submitted to instructor one week before presentation. Students are expected to make adjustments to the presentation based on instructor feedback. Powerpoint slides with 20 slide maximum, presentation with 20 minute maximum.
► Presentations are a great opportunity for learners to share their learning with other learners on selected topics of interest. This is an opportunity to have fun, share learning in a creative way, and practice your presentation skills. A successful presentation is one from which learning has been acquired and clearly communicated to the audience.
► Powerpoint Materials and Class Interaction: Appropriateness of the Method; Appropriate for content of the presentation; Interesting/Entertaining; Quality of Class Interaction; Clear, legible, understandable.
The preliminary written report and power point presentation are due one week prior to your actual presentation due date. I will review the document with the Team in person, or via skype, facetime, or written communication and provide feedback. For each Team, the written report and powerpoint presentation are due on the date set forth in the syllabus. The powerpoint presentation is the oral and pictoral representation of the written report. In other words, the written report MUST be done first because it is THE document that informs the powerpoint. The written report is where the Team thinks through, and writes, all important thoughts and integrates theory from the book. Without the written report, there can be no presentation. Please note that the written report and oral presentation cannot simply be a recapiluation or summary of the book. Theory from the book must be illustrated as being relevant to the leader you choose.

**Rubric for Written Portion of Presentation: Total Points (40)**

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<tr>
<th></th>
<th>Fail 1 – 23 points</th>
<th>Below standard 24 – 28 points</th>
<th>Meets standard 29 – 35 points</th>
<th>Exceeded standard 36 - 40 points</th>
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<tbody>
<tr>
<td>Research</td>
<td>Provided insufficient relevant background information and significant extraneous content, relied on questionable or outdated resources and reference materials. Did not reflect satisfactory grasp of the appropriate issues.</td>
<td>Provided limited relevant information and some extraneous content, relied on some questionable or outdated resources and reference materials. Reflected limited grasp of the appropriate issues.</td>
<td>Provided sufficient relevant background information and little extraneous content, used current and quality resources and reference materials. Reflected satisfactory grasp of the appropriate issues.</td>
<td>Provided only relevant background information, used high quality and current resources and reference materials. Reflected above average grasp of the appropriate issues.</td>
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<tr>
<td>Writing</td>
<td>Unorganized. Lacked a clear thesis or main point. Failed to employ transition between ideas. Violated standards for academic communications (grammar, spelling, punctuation, citations, paragraph structure, etc.).</td>
<td>Unorganized. Advanced a weak thesis or main point. Employed weak transition between ideas. Violated some standards for academic communications (grammar, spelling, punctuation, citations, paragraph structure, etc.).</td>
<td>Logical organization. Showed evidence of a basic thesis or main point. Employed some form of transition between ideas. Generally followed standards for academic communications (grammar, spelling, punctuation, citations, paragraph structure, etc.).</td>
<td>Well-organized, followed clear outline. Showed evidence of a clear thesis or main point. Consistently employed effective transitions between ideas. Consistently follows standards for academic communications, (grammar, spelling, punctuation, paragraph structure, citations, etc.).</td>
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<tr>
<td>Arguments</td>
<td>Illogical arguments, lacked support; unable to respond to the question of &quot;Why?&quot;. Provided</td>
<td>Weak arguments, weak support; unable to respond to the question of &quot;Why?&quot;. Provided</td>
<td>Logical arguments, answered the question of “why”. Appropriate examples and</td>
<td>Compelling arguments, clearly logical. Strongly supported arguments and points as to</td>
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</tbody>
</table>
HRM 381 - D01 Management of Human Resources  
Quarter: Fall 2013  
Professor: Bryan Deptula

<table>
<thead>
<tr>
<th>“Why?”</th>
<th>some inadequate or inappropriate examples and evidence</th>
<th>evidence to support points</th>
<th>“Why?”</th>
<th>Used excellent examples and strong supporting evidence to justify points</th>
</tr>
</thead>
</table>

Rubric for Presentations: Total Points (60)

<table>
<thead>
<tr>
<th>Fail \hspace{1cm} 0 – 23 points</th>
<th>Below standard \hspace{1cm} 24 – 42 points</th>
<th>Meets standard \hspace{1cm} 43 – 53 points</th>
<th>Exceeded standard \hspace{1cm} 54 - 60 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nothing added over written document; redundant.</td>
<td>Very little information added over what was presented in the written document; redundant.</td>
<td>Some information added over what was presented in the written document. Added value over document.</td>
<td>Substantial amount of new information provided. Considerable value added over document.</td>
</tr>
<tr>
<td>Examples / Illustrations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No examples or illustrations of points.</td>
<td>Very little example/illustration provided; weakly linked to points.</td>
<td>Some examples / illustration discussed; good link to points; obvious support for points.</td>
<td>Excellent examples / illustrations, clearly linked to points, provided strong support for points.</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Audience did not understand presentation because of poor organization, undeveloped or irrelevant introduction, and unclear main points and conclusion.</td>
<td>Audience had difficulty following presentation because of some abrupt jumps, some of the main points were unclear or not sufficient stressed.</td>
<td>Satisfactory organization, clear introduction, main points well stated, even if some transitions were somewhat sudden, clear conclusion.</td>
<td>Superb organization, clear introduction, main points well stated and argued, with each leading to the next point of the talk, clear summary and conclusion.</td>
</tr>
</tbody>
</table>

Phase 5: TEAM ANALYSIS/EVALUATION of Process and Success areas of opportunity for improvement experienced during the Project: Insights include a discussion of your thoughts about your team, how the processes evolved over time, things you learned from working in the team. Concepts and definitions from the course must be used in your description of team processes, not just a ‘gut’ feeling about how much you ‘liked/disliked’ other team members.

The team MUST keep a journal in Blackboard (Groups → Journal) of all events that take place with respect to the project and document your progress: leadership, team, progress toward implementation, meetings held, and problems encountered. These will inform your team and individual reports.

The TEAM will submit a 4 page written report on:
- Communication and participation
- Decision making and creativity
- Team culture; process; leadership
- Motivating each other (internal politics)
- Enforcing ground rules and team development
- Problems encountered and why
- Teams will design and administer evaluation forms (surveys) for instructor feedback, member feedback, and class feedback
TEAM EVALUATION FORM (see: APPENDIX E)
Please meet as a team and hold 3 feedback sessions. One after the completion of the team charter, one after the project proposal is submitted, and one after the presentation.

If you hold an online chat please record it and post to the file exchange area and call it feedback session for: team charter, project proposal, presentation. If you meet face to face you must submit meeting notes to the file exchange area. You should discuss how you all feel about each person’s contribution up to this point based on the performance dimensions below. Expectations for the project should be articulated.

FEEDBACK SESSION (See: APPENDIX D) (which will inform the team evaluation and process report)
The Team Project is an opportunity to practice action learning and team facilitation skills. Therefore, there will be some class time to work on the project and build a team. It is expected that the final oral and written products from this experience not be an individual compilation, but rather an integrated synthesis of the work of the team. This grade will be derived from both peer and instructor ratings. The team assessment will be conducted at the end of the class. Expect that you have regular meetings during which you discuss the assignment. Be sure to assign the work to different members. Your classmates will also provide me with feedback on the quality of your presentations so that I can give you objective feedback that should help you to improve your skills.

All team members will evaluate each other’s performance on each section of the project on a specially designed peer performance evaluation form (found in “Course Information”). This will be used in awarding credit for the team assignments to each team’s members. For example, starting with anyone receiving an average of 3.8 the grade will be lowered by one letter grade and so on (the lower the evaluation the fewer points that person will receive). A grade of F (average of 2.5 or lower) on any portion of the team project will result in a failing grade in the course.

The criteria used are: (1) Leadership Effectiveness (2) Participation in Team Work, (3) Meeting Deadlines, (4) Quality of work, (5) Quantity of work, (6) Effort expended, (7) Overall Performance. The scale for evaluating team members on each criterion ranges from 5 (excellent performance) to 1 (poor performance). All evaluations will be kept strictly confidential and are not subject to negotiation or inspection. Team member evaluations are due by the closing date of each section of the team project (see schedule) in the assignment area. Individuals not submitting all 4 team member evaluations will received a failing grade in the course. Please contact me if team problems arise.

Use the tools available for chats and file sharing in the “Team Pages” feature of Blackboard (see “Teams”). I will track and document team participation via the Team Page. I recommend that you have regular meetings and regular communications during which you discuss the team project. Be sure to assign the work to different members.

Phase 6) The Individual Report by Each Team Member: Report on your experience in the leadership role. Apply material from the entire semester. Individual report on YOUR OWN LEADERSHIP & Teamwork employed in each phase of the project analyzed and success of the team evaluated. Individual report should be 2pgs double spaced.

- Dealing with conflict
- Inter-team Relationships
- Facilitating the team
- Being a more successful leader
Leadership style (in detail – include your traits and follower response to you)

Leader strengths and weaknesses (both required for a critical analysis)

Developing the people, motivation techniques employed

Supervisory skills employed and leadership activities carried out

Issues that could have been avoided or handled differently

What you learned and how your skills have been enhanced

APPENDIX/APPENDICES (e.g., semester self-assessment scores, team feedback)

Guidance on Team project

I believe some guidance on Team work is needed now that you have all begun to start discussions about completing some project elements. Below are guidelines and suggestions for how to effectively work together to help Team work and project completion.

1) Responsibilities for leaders of each project phase: "Leading" a phase does not mean 'doing all the work'. In fact, as you will learn from the textbooks throughout this semester, doing all the work yourself is quite the opposite of 'leading' others. As the phase leader, your responsibility is to ensure the components of the project are complete by setting due dates, checking productivity, inspiring teammates to give their best effort, working to make sure everyone participates by contributing to the process and editing various iterations of the final submitted assignments. In the readings from these first two weeks the textbooks have begun to illustrate the foundation for what leadership vs. supervision is. When forming your charter, please take these thoughts and theories into consideration.

2) Project completion is a 'process', which involves several iterations of work being submitted and revised by all Team members. DO NOT allow one person on the Team to submit a charter, and then have everyone comment on it. There is no possible way that one person can do the charter by themselves because the charter involves agreement on everyone's behalf of deadlines, responsibilities, norms, meeting times, etc... No one person can make this many decisions by themselves. You MUST figure out a way to get together via telephone, skype, facetime, online chat, or whatever other communication method you prefer, in order to begin building Team thoughts and making decisions that work for everyone. Similarly, when writing the presentation and creating the powerpoint, DO NOT allow one person only to write the first draft. When reading the presentation I will clearly pick up on papers where one Team member only has created the draft. Every Team member must contribute to every phase of the project.

3) REVIEW THE COLLABORATION TOOLS IN THE 'COLLABORATION' SECTION OF THE 'GROUPS' TAB IN BLACKBOARD. See if these tools will work for your Team to get together. If so, use them. If not, figure something out and make sure to note it in the Team Charter.

4) PUT ALL YOUR ASSIGNMENTS, DUE DATES, TASKS, TEAM RESPONSIBILITIES, LEADER RESPONSIBILITIES IN THE IN 'GROUP TASKS' SECTION OF THE 'GROUPS' TAB IN BLACKBOARD. In so doing, all members are equally accountable to each other. If every Team member sees their tasks and responsibilities, then no one in the Team can say "I did not know that was my responsibility." Be safe, be reliable, and avoid the potential for any one Team member to hold the others back by simply acting as if they did not know their tasks!

5) DO ALL DISCUSSIONS ABOUT TEAM PROJECT, REVISIONS, ITERATIONS, ETC... IN THE 'GROUP DISCUSSION BOARD' SECTION OF THE 'GROUPS' TAB IN BLACKBOARD. The reason you must use blackboard for this functionality is because, well, quite simply, ACCOUNTABILITY!!!! Emails often get lost, text messages don't get transmitted, voicemails get deleted. By posting all notes in the 'GROUP DISCUSSION BOARD' everyone has access to everything at all times. Post every iteration of your project components to discussion board to ensure that the 'Final, final, final, final version 10.1.99.3000 of the project doesn't get lost - or to avoid changes made in one document (that may get lost in space) being missed by a Team member. Make this easy on yourselves. Post every change to all
documents in the Discussion Board. Also, check out some tools online that allow simultaneous editing of documents. These tools allow everyone to see the changes as they take place, which is especially helpful in doing real-time editing.

6) USE THE 'GROUP BLOG' SECTION OF THE 'GROUPS' TAB IN BLACKBOARD TO DOCUMENT INTERPERSONAL EXCHANGES, TEAM PROCESS, CONFLICT AMONG TEAM MEMBERS, EFFECTIVE BEHAVIORS AND DECISION MAKING, ETC... The TEAM BLOG can be an extraordinarily powerful tool for helping create the 4 page TEAM PROCESS REPORT due at the end of the semester. Why? Because trying to remember an entire semester's worth of exchanges and activities is not possible. Thus, if all Team members make a consistent log of what went on during Team meetings, document conflict as well as good interactions, then the TEAM PROCESS REPORT will essentially be written for you.

IT IS ABSOLUTELY ESSENTIAL THAT YOU TIE IN THEORY FROM THE TEXTBOOKS WHEN WRITING THE TEAM PROCESS REPORT. What you should do is look at what is going on in your Team and then figure out what theory says about that particular instance, phenomenon, or experience. DO NOT SIMPLY WRITE ABOUT YOUR 'GUT FEELINGS' OR 'WHO LIKED WHO FOR WHAT REASON'. The point of the Team process is to document what affective, behavioral, and cognitive phenomenon took place in your Team that led to a more or less successful project. To reiterate, the blog is a useful way to look at what is going on in the 'now' and then make a note of how that relates to theory. Then, at the end of the semester, you will have a much easier time of making the report theoretically driven, logical, and cogent.

HIRING AND FIRING TEAM MEMBERS

Hiring group members: At the beginning of the quarter, teams will be formed and each student must sign up for a team in Blackboard in the ‘groups’ section. Each team has a maximum of 5 members. I suggest students go to the discussion board and find other students who have similar interests, but complementary skills. This combination allows for you research topics you have interest in, while building on each other’s strengths, and compensating for one another’s weaknesses.

Firing a group member: A group may decide to ‘fire’ a group member in extreme circumstances. The group must come to a majority decision about firing the group member, taken without consideration of the group member to whom the decision is based (i.e., If there are 5 group members: the group member who is being considered for termination does not get a vote. Thus, a majority is a 3 votes to fire against 1 vote to keep, or 4-0.) Reasons for termination include, but are not limited to:

- Not submitting project components to which the group member is responsible
- Abdicating leadership responsibilities
- Frequent absence or tardiness from group meetings
- Violating CWU Honor Code
- Submitting work of such low quality it is not fit for inclusion
- Unwillingness to cooperate
- Not being a ‘team player’

Steps in the Process for Firing a group member:

1) Team members must provide the student in question a transparent appraisal of their performance through the evaluation forms. Student must be given the opportunity to improve performance after the first evaluation.

2) Notify the professor…If at the second evaluation, the student’s performance has not improved. Note: the group must provide sufficient evidence that it has used all concepts present in the course to address performance. Professor will document the group’s concerns. Professor will lead a group session including all members of the team, advising the student in question of the group’s decision.

3) Termination from group: At the third performance evaluation, if the student’s performance has not improved, the group may make a recommendation to the professor to ‘fire’. Professor will make the determination if grounds for termination have been substantiated. All group members must be present
when ‘firing’ a group member. (This is a HUGE decision. Terminating someone is a psychologically and emotionally stressful situation for everyone involved.)

**Consequences of Being Fired**

Any student who is terminated from the team:

1. May join any other team if they are able, and will receive grades associated with the newly joined group.
2. …who is unable to join another team receives a grade of ZERO for all project components.
### APPENDIX B: THE TEAM CHARTER

Your team charter is a flexible document and a planning tool.

<table>
<thead>
<tr>
<th>TEAM NAME</th>
<th>PROJECT/ASSIGNMENT LEADER</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>TEAM MEMBERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ___________________________</td>
</tr>
<tr>
<td>2. ___________________________</td>
</tr>
<tr>
<td>3. ___________________________</td>
</tr>
<tr>
<td>4. ___________________________</td>
</tr>
<tr>
<td>5. ___________________________</td>
</tr>
</tbody>
</table>

#### TEAM MISSION

**VISION & PURPOSE:** Your reason for being

1, 2, 3...

#### TEAM RESPONSIBILITIES

Your broad goals that will help you accomplish your mission

1, 2, 3...

#### TEAM NORMS

Your Ground Rules: How you will work together to accomplish your goals and develop good team relationships. Holding each member accountable for actions (e.g. missing meetings, showing up late, being prepared etc.)

1, 2, 3...

<table>
<thead>
<tr>
<th>DATE(S)</th>
<th>TYPE OF MEETING</th>
<th>MEETING GOALS (To accomplish What?)</th>
<th>ACCOMPLISHMENTS (What was accomplished?)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Planning</td>
<td>Develop agenda</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decision-Making</td>
<td>Key issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment of Duties</td>
<td>Specific roles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>Determine what has been &amp; remains to be accomplished</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>GOALS</th>
<th>GOAL LEADER</th>
<th>ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Actions, Outcomes Expected</td>
<td>Responsible for end product deliverable</td>
<td>Making sure goal is accomplished, Documentation</td>
</tr>
</tbody>
</table>

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APPENDIX C: RECOMMENDED TEAM PROJECT PROPOSAL FORMAT

1. Project Description (Company/CEO/Top Management Team selected must be approved by the instructor)
   - Main Objective/s
   - Team Structure– who will be involved (responsibilities of each team member and how leadership will be shared)
   - Ground Rules for dealing with Team Members

2. Who will Lead each Part of the Project [should be communicated to professor by in the team charter]: (a) charter, planning/proposal reports; (b) organization leadership analysis and presentation; (c) team analysis and evaluation report
   - How Each Team Member Plans to Lead their portion of the Project

3. Amount of Work Involved
   - Activities that will be Carried Out
   - Timeline

4. How You Plan to Analyze the CEO/Top Management Team selected
   - How You Plan to Approach the Presentation

5. Outcomes Expected
   - How You Plan to Analyze and Evaluate Process and Success of the Team (surveys, tangible outcomes, personal growth)

6. How this Project might Build Leadership and Teamwork Skills
APPENDIX D: FEEDBACK SESSION (1 form per TEAM – Each team member is to be evaluated on each dimension by the TEAM. Create 1 paragraph for the evaluation of each team member. The evaluation is based on TEAM CONSENSUS. Submit on due dates)

THIS IS AN OPPORTUNITY TO HOLD EACH OTHER ACCOUNTABLE FOR THE TEAM OUTCOME.

This form provides you with the opportunity to evaluate the contribution of each of your team’s members to the output of the team. Remember, a portion of your grade is based on peer evaluations. Please follow the steps listed below.

**Instructions for individual evaluations:** Each team member should be given feedback – by each member of the team – for each performance dimension below.

**Instructions for submitting this assignment:** The team must submit one form that include an overall team evaluation of each team member for each performance dimension. For example, if your team has 5 members, you will list each person’s name under each performance dimension and then provide the team’s consensus on how each person is performing for that specific dimension.

**Performance Dimensions:**

- Willingness to cooperate with the team (regarding meeting times, assignments, deadlines, decisions, etc.).

- Maintenance of professional attitude, demeanor, relations with others (e.g., listening to others’ viewpoints).

- Quality of contributions to the team’s work.

- Quantity of contributions to the team’s work.

- Individual’s overall responsibility for the team’s projects and output (this includes feedback on the leadership provided)

- Expectations for the remainder of the project
APPENDIX E: TEAM EVALUATION FORM (1 form per TEAM – to be turned in on due dates)

Your Team Name: ________________________

Instructions for submitting the team evaluation on blackboard: The team must come to an agreement on a performance rating for all team members who were part of the original team including those whom you think may have dropped the course. Upload the completed form to the “Assignments” area by the due date for each portion of the team course project.

This form is used to evaluate your leaders’ and team members’ performance on the team project. This instrument is not intended to be punitive. The sole intent of this instrument is to penalize “social loafers.” Any member receiving an average of 3.8 or less from their team members will have his/her team project grade lowered. Anyone receiving an average of 2.5 of lower will fail the course. Team members whose average is above 3.8 will receive full credit for the team project (i.e., assigned the grade the team earns). With this in mind, please rate each member of your team below, using the following scale:

<table>
<thead>
<tr>
<th>Team Member Names*</th>
<th>Leader Effectiveness</th>
<th>Participation in Team Work</th>
<th>Meeting Deadlines</th>
<th>Quality of Work</th>
<th>Quantity of Work</th>
<th>Effort Expended</th>
<th>Overall Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team member 1</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Team member 2</td>
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<tr>
<td>Team member 3</td>
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<tr>
<td>Team member 4</td>
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<tr>
<td>Team member 5</td>
<td></td>
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</tr>
</tbody>
</table>

Include additional comments below, especially for members receiving scores lower than 4:
Tests will require all students to use 'Respondus LockDown Browser'. Below is the Student Guide with instructions on how to use this program.

The password to access the exam is: man4046bd

**Introduction**

Respondus LockDown Browser™ is a secure browser for taking exams in Blackboard. It prevents you from printing, copying, going to another URL, or accessing other applications during an assessment. If a Blackboard exam requires that Respondus LockDown Browser be used, the exam won't be accessible with a standard web browser. Respondus LockDown Browser should only be used for taking examinations in Blackboard. It should not be used in other areas of Blackboard.

**Installation**

Respondus LockDown Browser provides a custom interface for the Internet Explorer (Windows) or Safari (Macintosh) software that is already installed on the computer. It does not modify an existing copy of Internet Explorer or Safari, but rather, installs a separate program that will display a custom browser when it is started. Respondus LockDown Browser uses the same security features and service packs that are currently installed for Internet Explorer or Safari. Installing Respondus LockDown Browser won’t modify your current version of Internet Explorer or Safari in any way. To download and install Respondus LockDown Browser, go to the following URL:

http://www.respondus.com/lockdown/information.pl?ID=721312624

Follow the on-screen instructions to download and install the correct version of Respondus LockDown Browser for your computer.

Once installed, follow these steps to start Respondus LockDown Browser and to take a Blackboard exam.

1) Close all programs, unless one is used to connect you to the Internet.
2) Start Respondus LockDown Browser.
   (For Windows users, locate the “LockDown Browser” shortcut on the desktop and double-click it. (Alternatively, click “Start” in Windows, select “Programs,” select “Respondus,” and then click “Respondus LockDown Browser.”)
   (For Macintosh users, launch "LockDown Browser" from the Applications folder.)
3) Upon starting, the browser will go to the login page for Blackboard.
   (A warning message may appear indicating that one or more applications must first be exited, such as instant messaging application. The browser will offer to close the applications for the user. The browser can be exited and the blocked application can be closed manually before restarting the browser.)
4) Log into Blackboard by entering your User ID and Password. Select course and then select the exam.
5) Prior to the start of the assessment, a pop-up window ask you whether the exam requires a password.
   (If this window doesn’t appear, it means that you aren’t running Respondus LockDown Browser.)

If your instructor provided a password for the exam, select “Yes” and enter the password. If a password wasn’t provided to you, select “No.” Click the "Continue" button.

The next screen will display preliminary information about the exam, including a password field with a set of ••••••••• characters. Do NOT edit password field. Doing so prevents you from accessing the exam!

Click [Submit] to start the exam. (Note: If you attempt to use any browser other than Respondus LockDown Browser to access the exam, the password field will appear blank and you will be unable to start the exam. If your instructor provided an exam password, it will NOT work in this particular password field.) Once the exam is started using Respondus LockDown Browser, you will be unable to exit the exam until the “Finish” button is clicked.
APPENDIX G: CTA-WHAT DO YOU KNOW ABOUT HRM?

1. Leadership training is ineffective because good leaders are born, not made.
2. The most important requirement for an effective leader is to have an outgoing, enthusiastic personality.
3. Once employees have mastered a task, they perform better when they are told to “do their best” than when they are given specific, difficult performance goals.
4. Companies with vision statements perform better than those without them.
5. Companies with very low rates of professional turnover are less profitable than those with moderate turnover rates.
6. If a company feels it must downsize employees, the most profitable way to do it is through targeted cuts rather than attrition.
7. In order to be evaluated favorably by line managers, the most important competency for HR managers is ability to manage change.
8. On average, encouraging employees to participate in decision making is more effective for improving organizational performance than setting performance goals.
9. Most managers give employees lower performance appraisals than they objectively deserve.
10. Poor performers are generally more realistic about their performance than good performers are.
11. Teams with members from different functional areas are likely to reach better solutions to complex problems than teams from a single area.
12. Despite the popularity of drug testing, there is no clear evidence that applicants who score positive on drug tests are any less reliable.
13. Most people overevaluate how they will perform on the job.
14. Most errors in performance appraisals can be eliminated by providing training that describes the kinds of errors managers tend to make and suggesting ways to avoid them.
15. Lecture-based training is generally superior to other forms of training delivery.
16. Older adults learn more from training than younger adults.
17. The most important determinants of how much training employees actually use on their jobs is how much they learned during training.
18. Training for simple skills will be more effective if it is presented in one concentrated session than if it is presented in several sessions over time.
19. The most valid employment interviews are designed around each candidate’s background.
20. Although people use many different terms to describe personalities, there are really only four basic dimensions of personality, as captured by the Myers-Briggs Type Indicator (MBTI).
21. On average, applicants who answer job advertisements are likely to have higher turnover than those referred by other employees.
22. Being very intelligent is a disadvantage for doing well on low-skilled jobs.
23. There is very little difference among personality inventories in terms of how well they predict an applicant’s likely job performance.
24. Although, there are “integrity tests” that try to predict whether someone will steal, be absent, or otherwise take advantage of an employer, they don’t work well in practice, because so many people lie on them.
25. One problem with using integrity tests is that they have high degrees of adverse impact on racial minorities.
26. On average, conscientiousness is a better predictor of job performance than is intelligence.
27. Companies that screen job applicants for values have higher performance than those that screen for intelligence.
28. When pay must be reduced or frozen, there is little a company can do or say to reduce employee dissatisfaction and dysfunctionality.
29. Most employees prefer to be paid on the basis of individual performance rather than on team or organizational performance.
30. Merit pay systems cause so many problems that companies without them tend to have higher performance than companies with them.
31. There is a positive relationship between the proportion of managers receiving organizationally based pay incentives and company profitability.
32. New companies have a better chance of surviving if all the employees receive incentives based on organization-wide performance.
33. Talking about salary issues during performance appraisals tends to hurt morale and future performance.
34. Most employees prefer variable pay systems (e.g., incentive schemes, gain sharing, stock options) over fixed pay systems.
35. Surveys that directly ask employees how important pay is to them are likely to overestimate pay’s true importance in actual decisions.
**HRM 381: SCHEDULE OF READINGS & ASSIGNMENTS**

*All chapter reading and assignments are due BEFORE the start of class on the date assigned*;  *CTA = Critical Thinking Application (from text book); SAE = Self Assessment Exercise (online); *Test Your Knowledge Exercises (online)*

www.mhhe.com/bernardin6e (enter registration code to gain access to online resources)

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed Sep. 25</td>
<td>Course Introduction</td>
</tr>
<tr>
<td></td>
<td>Form project teams</td>
</tr>
<tr>
<td>Mon Sep. 30</td>
<td>Ch. 1 - Strategic Human Resource Management in a Changing Environment (p. 3-32)</td>
</tr>
<tr>
<td></td>
<td>*ICE = Exercise 1.3 - HR Issues at Valley National Bank (p. 603-612)- Each team will complete FORM 1.3.1. Submit written answers for for 3 HR issues (p. 607) and a written answer for # 5 only (p. 612). Teams will swap forms and evaluate each other's answers.</td>
</tr>
<tr>
<td></td>
<td>Mon Sep. 30</td>
</tr>
<tr>
<td>Wed Oct. 2</td>
<td>Ch. 3 - The Legal Environment (p. 59-96)</td>
</tr>
<tr>
<td></td>
<td>*ICE = (Groups 1 &amp; 2) Exercise 3.1 - Zimpfer v. Palm Beach County (p. 623-630)- submit an answer to #1 only (p. 629). (Groups 3 &amp; 4) Exercise 3.2 - Goebel et al. v. Frank Clothiers (p. 631-634). (Group 5) Exercise 3.4 - Reverse Discrimination or Legal AA? (p. 639-645); submit a written answer for # 1 only (p. 641). (Group 6) Exercise 3.5- Garcia v. Hooters; Cameron v. LaVeille Maison (p. 647)</td>
</tr>
<tr>
<td>Mon Oct. 7</td>
<td>Ch. 4 - Work Analysis and Design (p. 99-138)</td>
</tr>
<tr>
<td></td>
<td>*ICE = Exercise 4.3-Job Analysis at CompTech (p. 669-673). Each group member submits an answer to 1 question. Then swap forms and evaluate each other's answers.</td>
</tr>
<tr>
<td>Wed Oct. 9</td>
<td>Ch. 5- HR Planning &amp; Recruitment (p. 139-184)</td>
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<td></td>
<td>*ICE = CTA 5-B -Hi, I’m in Bangalore (p. 565); CTA 5-C. Is Wal-Mart guilty of discrimination? (p. 565-567)</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>Mon Oct. 14</td>
<td>Ch. 6 – Personnel Selection (p. 185-236)</td>
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<tr>
<td>Wed Oct. 16</td>
<td>Review Chapters 1, 3, 4, 5, 6</td>
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<td><strong>Exam 1: Ch. 1 to 6 - Complete Online in Blackboard using Respondus Lockdown Browser (Exam open-close times TBD)</strong></td>
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<tr>
<td>Mon Oct. 21</td>
<td>Ch. 8 - Training &amp; Development (p. 273-320)</td>
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<td>Wed Oct. 23</td>
<td>Ch. 9: Career Development</td>
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<td>Mon Oct. 28</td>
<td>Ch. 10 – Compensation (p. 355-393)</td>
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<td>Wed Oct. 30</td>
<td>Ch. 10 – Compensation (p. 355-393)</td>
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<td>Ch. 11 - Rewarding Performance (p. 397-425)</td>
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<tr>
<td>Mon Nov. 4</td>
<td>Ch. 12 - Managing the Employment Relationship (pp. 429 - 434; 436 - 445; 456 - 464)</td>
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<td>Wed Nov. 6</td>
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<td>Mon Nov. 11</td>
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<tr>
<td>Wed Nov. 13</td>
<td>Team &amp; Professor Conferences: Review Written Report and Powerpoint Presentation (Groups 1-4)</td>
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<tr>
<td>Mon Nov. 18</td>
<td>TEAMS 1 &amp; 2 PRESENTATIONS</td>
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<tr>
<td>Wed Nov. 20</td>
<td>TEAMS 3 &amp; 4 PRESENTATIONS</td>
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</table>
# HRM 381 - D01 Management of Human Resources
## Quarter: Fall 2013
### Professor: Bryan Deptula

<table>
<thead>
<tr>
<th>Mon Nov. 25 (LW)</th>
<th>TEAMS 5 &amp; 6 PRESENTATIONS</th>
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<tbody>
<tr>
<td>Ch. 13 - Labor Relations &amp; Collective Bargaining (p. 467-500)</td>
<td>*ICE = Discuss results and writeups from Exercise 13.2 &amp; SAE # 28</td>
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<tr>
<td>Test your knowledge: #19: Training Methods; SAE = # 5 - Assessing Your Flexibility, # 5 - Assessing How Personality Type</td>
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| Wed Nov. 27 | No Class - Thanksgiving Break |

| Mon Dec. 2 | No Lecture: MEET during class time to review and discuss the following: TEAM EVALUATION FORM (APPENDIX E) & FEEDBACK SESSION (APPENDIX D). Submit Team Evaluation Form & Feedback Session Forms Online before final exam |
| Mon Dec. 9 | FINAL EXAM |

<table>
<thead>
<tr>
<th>Wed Dec. 4 (LW)</th>
<th>Chapter 14 - Employee Health and Safety (p. 501-552)</th>
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</thead>
<tbody>
<tr>
<td>*ICE = CTA 14-B (p. 587) - The Measurement of Stress at Work: Form groups of 5 (not your teams for the class project). Answer all 5 questions. Be prepared to share with the class.</td>
<td>SAE = # 15 - The Measurement of Stress at Work (Bring print out of results to class for use in *ICE. Do NOT put name on papers, we will do random &amp; anonymous distribution for feedback.)</td>
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| Exercise 13.2: A, B, & C (Q. 2 only for part C) (p. 775) - SAE # 28: Attitudes Towards Unions; Unions, Labor Laws, & MGt Prerogatives. (Bring print out of results to class for use in *ICE. Do NOT put name on papers, we will do random & anonymous distribution for feedback.) |

| Exercise 14.3 - The Development of a Health and Safety Policy (p. 779-782). Submit answers for # s 1 and 3 only |