

**MGT 662**  
**PROBLEMS IN HUMAN RESOURCES**  
**MANAGEMENT AND INDUSTRIAL RELATIONS**  
**SPRING 2007**

Instructor: Wesley Scroggins, Ph.D.

Office: Glass Hall 334

Office hours: Tuesday/Thursday 8:30-9:15

Tuesday 1:00-4:30

Office phone: 836-5505

E-mail: [wescroggins@missouristate.edu](mailto:wescroggins@missouristate.edu)

**Text and readings**

Cascio, W. F. (2006). *Managing human resources: Productivity, quality of work life, profits* (7th ed.). New York: McGraw-Hill Irwin.

Assigned readings. See the attached schedule. These readings will be placed on the library course website for all students to get a copy.

**Course description & objectives**

This is a master's level course in human resource management. Human resource management is the study of formal organizational systems that are designed to increase the effective use of human resources for organizational effectiveness. Attention will be given to the external contextual influences on the design and management of human resource systems, such as the influence of globalization and employment law. Major human resource functional areas will also be examined, including job analysis, personnel selection, training and development, and performance management. Attention will be given to critical issues in each of the functional areas. These topics will be examined in depth, in keeping with the nature of a graduate level course.

The course will be conducted as a seminar. Students will participate in discussions on the various topics covered in the course and the instructor will be a facilitator of the class discussions. Students should be prepared to discuss issues from the readings raised during the course of the discussion by class members. Due to the nature of this course format, students will be expected to have read and reflected upon the material before each class period. Students will be expected to demonstrate their knowledge and mastery of the readings in class discussions.

Specific objectives include:

1. Develop a knowledge and understanding of the field of human resource management and major human resource management functional areas.
2. Develop an appreciation for and understanding of the importance of human resource management principles for organizational effectiveness.
3. Develop a knowledge and understanding of important theoretical frameworks for the human resource management topics discussed in class.

4. Develop understanding and skill at applying theoretical frameworks and concepts discussed in class to real world human resource problems and issues.

### **Course requirements**

#### Exams (200 points)

There will be two exams: a midterm exam and the final exam. Exams will consist of both multiple choice items and essay questions, but will be predominantly essay in nature. Test material will be taken from both the class discussions and the text, so it is important that you read the text and study notes from class discussions. You will get information during class discussions that will not be in your textbook. The midterm and final exams will be worth 100 points each. Students will need to bring a number 2 lead pencil to each of the exams.

Exams will test students' knowledge and comprehension as well as their ability to analyze the material.

#### Make-up exam policy

I do not have a make-up exam policy. Make-up exams will not be scheduled under any circumstances nor will students be allowed to take exams early. **Plan ahead so that you do not plan activities or make commitments that will conflict with scheduled exam times.** If you miss the midterm exam, your final exam grade will be more heavily weighted to compensate for the missed exam. For example, if you miss the midterm exam, your final exam will be worth 200 points. The final exam will also be comprehensive if the midterm exam is missed. There will be no make-up opportunity for the final exam.

#### Project (150 points)

Students will complete a research project that consists of researching a current issue in human resource management. The research will include a detailed description of the issue or problem and why it is important for the management of an organization's human resources. Students will search both the scholarly/academic and practitioner literature and summarize research on the issue. Implications of the issue for human resource management will be discussed and the student will provide their own reflection on the nature of the issue and how they will manage the issue or problem in their own management practice. Guidelines containing project details will be provided to you. **The project is due on April 16. Late projects will not be accepted.**

#### Class participation (100 points)

Students are expected to have read all the material and to come prepared to discuss the readings, discussion questions, or any case given for a particular class topic. Students will be expected to help facilitate class discussion and make a contribution to the discussion to create an optimal learning experience for the class. **A student's degree of participation and points received for participation will be decided by the instructor.**

### **Grades**

The following grading scale will be used:

A = 100%-90%	D = 69%-60%
B = 89%-80%	F = 59% and lower
C = 79%-70%	

## **Attendance**

**This is a graduate level course and you are expected to attend every class period. Absences are acceptable only in extenuating circumstances.** I will take regular attendance and your attendance is an indication of your commitment to this course and the MBA program.

Although attendance points will not be calculated into the final course grade, attendance will affect your grade through class participation. It is also possible that attendance could affect the assignment of final grades in cases where grades are borderline. For example, if a student had an 89%, that student's attendance could affect whether they receive an A or B for the course.

Attendance is an indicator of how seriously a student takes a course and the amount of effort they put forth to meet course goals and objectives. I believe that is worth something in the final assignment of grades when they are borderline (89%, 79%, 69%). Students who do not attend will be reported to the Records and Registration Office and the Office of Student Financial Aid. My policy is mercy for those who attend, justice for all others.

## **Students with disabilities**

To request academic accommodations for a disability, contact the Director of Disability Services, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), <http://www.missouristate.edu/disability>. Students are required to provide documentation of disability to Disability Services prior to receiving accommodations. Disability Services refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, (417) 836-4787, <http://psychology.missouristate.edu/ldc>.

## **Nondiscrimination**

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Equity and Diversity, Siceluff Hall 296, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head.

## **Student academic integrity**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures*, available at <http://www.missouristate.edu/provost/22102.htm> and also available at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

## **Final withdrawal/drop date**

The final withdrawal date for the Spring semester is **May 4**. The grade of **N (WITHDRAW PASSING)** may not be awarded after this date.

## Tentative Schedule

**January 22** Course introduction and syllabus  
Introduction to the field of human resource management

**January 29** Competitive environment of HRM

Cascio: chapter 1

Becker, B. E., Huselid, M. A., Pickus, P. S., & Spratt, M. F. (1997). HR as a source of shareholder value: Research and recommendations. *Human Resource Management*, 36, (1), 39-47.

Barney, J. B., & Wright, P. M. (1998). On becoming a strategic partner: The role of human resources in gaining competitive advantage. *Human Resource Management*, 37(1), 31-46.

**February 5** Legal issues in human resource management

Cascio: chapter 3

Pryor, J. B., LaVite, C. M., & Stoller, L. M. (1993). A social psychological analysis of sexual harassment: The person/situation interaction. *Journal of Vocational Behavior*, 42, 68-83.

Dorfman, P. W., Cobb, T., & Cox, R. (2000). Investigations of sexual harassment allegations. Legal means fair, or does it? *Human Resource Management*, 39, 33-49.

**February 12** Procedural justice and ethics in HRM

Cascio: chapter 14

Janssen, O. (2001). Fairness perceptions as a moderator in the curvilinear relationships between job demands, and job performance and job satisfaction. *Academy of Management Journal*, 44(5), 1039-1050.

Simons, T., & Roberson, Q. (2003). Why managers should care about fairness: The effects of aggregate justice perceptions on organizational outcomes. *Journal of Applied Psychology*, 88(3), 432-443.

Lockwood, N. R. (2004). Corporate social responsibility: HR's leadership role. *HR Magazine*, 49(12), 1-10.

**February 22** Job analysis *\*Note that this is a Thursday evening*

Cascio: chapter 5

Harvey, R. J. (1992). Job analysis. In M. D. Dunnette & L. Hough (Eds.), Handbook of industrial and organizational psychology (v. 2), pp. 71-163. Palo Alto, CA: Consulting Psychologists Press. **read only pp. 71-79.**

## **February 26** Recruitment

Cascio: chapter 6

Rynes, S. L., Bretz, R. D., & Gerhart, K. F. (1991). The importance of recruitment in job choice: A different way of looking. *Personnel Psychology, 44*, 487-521.

Avery, D. R. (2003). Reactions to diversity in recruitment advertising: Are differences black and white? *Journal of Applied Psychology, 88*(4), 672-679.

## **March 5** Selection

Cascio: chapter 7

Van Der Zee, K. I., Bakker, A. B., & Bakker, P. (2002). Why are structured interviews so rarely used in personnel selection? *Journal of Applied Psychology, 87*(1), 176-184.

Society for Human Resource Management. (2005). *Selection assessment methods: A guide to implementing formal assessments to build a high-quality workforce*. Alexandria, VA: Author.

## **March 12** MIDTERM EXAM

## **March 19** Spring break: No class

## **March 26** Training and development

Cascio: chapter 8

Noe, R. A., Colquitt, J. A. (2002). Planning for training impact: Principles of training effectiveness. In K. Kraiger (Ed.), *Creating, implementing, and managing effective training and development: State-of-the-art lessons for practice* (pp. 53-79). San Francisco: Jossey-Bass.

## **April 2** Performance management

Cascio: chapter 9

Landy, F. J., Barnes, J. L., & Murphy, K. R. (1978). Correlates of perceived fairness and accuracy of performance evaluation. *Journal of Applied Psychology, 63*(6), 751-754.

Greenberg, J. (1986). Determinants of perceived fairness of performance evaluations. *Journal of Applied Psychology, 71*(2), 340-342.

Society for Human Resource Management. (2004). *Performance management: A roadmap for developing, implementing and evaluating performance management systems*. Alexandria, VA: Author.

**April 9** Compensation

Cascio: chapter 11

Stajkovic, A. D., & Luthans, F. (2001). Differential effects of incentive motivators on work performance. *Academy of Management Journal*, 44(3), 580-590.

Kerr, S. *On the folly of rewarding A, while hoping for B*. Steers, Porter & Bigley, 503-511.

Kohn, A. *Why incentive plans cannot work*. Steers, Porter & Bigley, 512-518.

**April 16** Benefits

Cascio: chapter 12

**PROJECT DUE**

**April 23** Safety, health, and well-being

Cascio: chapter 15

Cartwright, S., & Cooper, C. L. (2001). The growing epidemic of stress. In J. S. Osland, D. A. Kolb, & I. M. Rubin (Eds.), *The organizational behavior reader* (pp. 169-183). Upper Saddle River, NJ: Prentice Hall.

**April 30** Financial impact of HRM

Cascio: chapter 2

**May 7** International human resource management

Cascio: chapter 16

Scroggins, W. A., Benson, P. G., Cross, C., & Gilbreath, B. (2004). Reactions to selection methods: An international comparison. *Proceedings of the 2004 Irish Academy of Management Annual Conference, Dublin, Ireland*.

Van Vianen, A. E. M., De Pater, I. E., Kristof-Brown, A. L., & Johnson, E. C. (2004). Fitting-in: Surface- and deep-level cultural differences and expatriates' adjustment. *Academy of Management Journal*, 47(5), 697-709.

**May 14** **FINAL EXAM** **8:00-10:00 PM**