



## Dillard College of Business Administration

### Syllabus: HR Perspective

MGMT 4413, Section 201

Tuesday and Thursday at 11:00 am to 12:20 pm, Dillard 338

Spring Semester 2019

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### Contact Information

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### Course Materials

1. Pramila Rao, Clashing views in human resource management (Taking Sides) 2<sup>nd</sup> edition, New York: McGraw-Hill, 2011, MHID:0-07352736-X ISBN: 978-0-07-352736-9
2. Desire2Learn (D2L) website

### Course Description

This is a critical thinking based course that encourages perspective taking on various issues related to human resource management policy and practices (such as procurement, diversity, motivation, global human resource management, managing across generations, etc.). Debatable topics are addressed in order to help students understand opposing facets of controversial issues in management.

### Course Prerequisite(s)

Senior Standing in business administration or consent of the chair.

### Learning Goals

#### Competency in Speaking Within Common Business Scenarios

Students will **practice** their oral presentation skills in panel discussions on chapter cases from the textbook. In each discussion, students will prepare a short oral presentation about the topic, such a “faith symbols at the workplace” or “affirmative action” and will present and debate the topic against another team. **Assessment:** the student’s ability to present their perspective will be evaluated and included in the point profile for the course. Students will be expected to actively participate in discussions and answer questions, as well as ask their own.

#### Competency in writing about common business scenarios

Students will write essays or reports comprised of commentaries and analyses (not summaries) over several designated cases. Hence, **practice** of written skills occurs through these assignments.

#### Problem Solving and Decision-Making Abilities Through Critical Analysis, Evaluation, and Interpretation of Business Information

These critical skill areas are **practiced** through case applications in diagnostic and analytical skills and in cases from chapter topics, such as affirmative action. They are **assessed** through the point values given for these assignments and the larger papers. **Instruction** in this skill area occurs as early assessments are reviewed and discussed with students. Students will demonstrate ethical reasoning skills within a business environment. **Instruction** in this skill area will take place primarily in discussion of chapters of the textbook. Certification in HR requires ethical, professional decisions in all areas. **Application** of this skill will occur through “ethical aspects” of each chapter.

### **Students will have an understanding of the influence of global and multicultural issues on business activities**

**Instruction** will occur through the sections in each chapter on international aspects. There will be some **application** of this skill area in exercises and cases. Each of these items will be **assessed** as part of the total class point schedule.

### **Students will be able to utilize available technology for common business applications**

Students will **practice** this skill area by using word processing, data collection, and the internet. **Assessment** is reflected in the evaluation of the assignments

## **Course Policies**

### **Attendance Policy**

Students are expected to attend all class meetings for this course, following the university attendance policy. (See **Midwestern State University Undergraduate Catalog**, Volume LXXVIII, Number 1, page 78). Attendance will be recorded. Unjustified absences will be noted. So as not to disturb the class, one should not walk in and out of the classroom during the class session except for an emergency. Cell phone activity—talking, texting-- is prohibited. Distracting conversation between students sitting in proximity with each other is prohibited. Missed classes can be made up through e mail contact with the professor or with other students. See attendance and class participation section below.

### **Grading and Evaluation**

Many different tools are used to test your degree of success at achieving the different learning goals. Here is the breakdown of points in this class:

Participation (including attendance)	= 250
Written Papers                    2 @ 100 points each	= 200
Online Quizzes                    5@ 50 points each	= 250
Individual speaking assignment	<u>= 120</u>
Total Available Points	= 820

Grades will be determined on the basis of the total points earned. Letter grades will be given according to the following scale:

- A = 738-820 points
- B = 656-737 points
- C = 574-655 points
- D = 492-573 points
- F = less than 492 points

**Lower Grades – I reserve the right to lower any student’s final grade two letter grades (i.e., A to C, C to F) for:**

- (A) Unpreparedness in class when called upon, or,

- (B) A negative, rude, unreasonably argumentative or inattentive attitude in class, or,
- (C) Repeatedly disrupting the class for any reason, including leaving and returning to your seat during class, or text messaging, or,
- (D) NOT showing respect for fellow classmates' questions, opinions, or class presentations, or,
- (E) Excessive absences (see Attendance Policy) Or,
- (F) Any academic integrity issues including any instances of plagiarism or cheating.

### **Individual Speaking Assignment**

This assignment will test your organization and verbal communication skills. See the Presentation Guide for more details.

### **Academic Integrity**

With regard to academic honesty, students are referred to the "Student Honor Creed" on page 19 of **Midwestern State University Undergraduate Catalog**, Volume. LXXVIII, Number 1.

Plagiarism **will not** be tolerated. Any student who plagiarizes on any written assignment will receive a 0 for the assignment and/or course and be referred to the Dean of Students for further disciplinary action.

### **Professional Conduct**

Students in this course should behave in a professional manner at all times. This includes classroom conduct, group interactions, presentations, and correspondence with the instructor. E-mails to the instructor that are not professional will be returned unanswered. This course will be run as a business: if your classroom behavior is not business like, you will be asked to leave. Behaviors considered unacceptable are:

- Showing up late
- Texting or using another small electronic device
- Sleeping
- Coming unprepared
- Using laptops for reasons other than taking notes
- Leaving early

This course is designed to teach you things the book cannot, including professional conduct. Therefore, test material will come from lectures, class activities, video clips, and the book material. DO NOT embarrass yourself with questions like:

- Did/Will I miss anything important?
- What are we doing in class today?
- Can I skip today?

These are questions you would never ask a boss. Likewise, these are questions that you should never ask an instructor.

### **Desire2 Learn (D2L)**

This is the website for the course. Students are expected to check this website for important course information, course documents, and correspondence from the instructor multiple times per week.

### **Americans with Disabilities Act**

This class follows the guidelines suggested by the Center for Counseling and Disabilities Services for those students who qualify for disability services. See **Midwestern State University Undergraduate Catalog**, Volume LXXVIII, Number 1, page 21.

### **Syllabus Change Policy**

This syllabus is a general outline of material covered, learning goals, grading procedures and student performance requirements. Material covered, dates of tests, and percent of total grade may vary as necessitated by the pace material is covered and any unforeseen class interruptions such as weather cancelations, guest lectures, or instructor illness.

## Participation

Your participation in this course will be judged by your engagement in the cases we discuss in class. Thus, it is imperative to read the cases before class and to have questions and key points prepared for the discussion. I will be recording attendance and keeping track of participation each class.

I will take attendance in the beginning of class and part of how I judge class participation is based on attendance. In addition to the physical presence of your body, I expect that you will actively participate in the many learning activities we will engage in. These include experiential learning exercises, group tasks, and class discussions. Also, it is expected that all students contribute to a healthy, productive learning environment by showing respect for one another. I will use your participation as a quantitative judgment with your grade; in other words, there is a structure of accountability to which you will be held as explained below.

I will assess specific points in this category. Please note that **any student who has 5 or more absences without proper reason (including approved supporting documentation for each absence) will receive a final grade of F.**

There are **22 classes** that you can participate in (i.e. all lecture/activity classes not including the first day and exam days). **I will grade participation for 20 of those classes.** In other words- **you will be graded each of the 22 days for class participation but will use your 20 best scores to count towards the final participation grade.** The grading scale for each day is out of 10 points. To make this part of the evaluation as objective as possible, and more importantly, as equitable as possible, participation scores will be given for each class period based upon the following scale:

0	Not in class
3	Disrupting attention
5	Partial attention
8	Full attention (FA)
8.5	FA with contribution
9.5-10	FA with contribution demonstrating comprehension

**Not in class**—if you are not in a class for whatever reason your participation for that class clearly warrants a score of 0—no other evaluation can be made in such a case and still be equitable to all of those in class. Missing a class has a major impact on the invaluable learning experience that participation in class provides. However, emergencies and unexpected events do arise, and thus missing a class may be unavoidable. To allow for this reality, the final participation score (i.e., that which counts toward the final overall grade) will consist of the twenty (20) participation scores of the student's choosing.

**Disrupting attention**—The most common examples of disrupting attention are repeatedly interrupting class with personal business (i.e. cell phones, etc.) and excessive side discussions with classmates.

**Partial attention**—if you are only able to be there for a part of the class (i.e. come more than 5 minutes late or leave early or intermittently), for a reason not approved by me, again equity dictates that you receive only partial credit for participation. Other forms of partial attention include, but are not limited to, reading the newspaper, sleeping/nodding off, taking care of some other business during class time (i.e., studying for other classes), text messaging, surfing the internet, having side discussions, etc.

**Full attention** involves being in class, following the discussion, but not contributing anything to it (other than your attention).

**Contributions** consist of meaningful additions to the discussion. This inherently requires listening to and respecting other people's points of view (but by no means does this mean that you must agree with them). Also, it means that you should not withhold questions for risk of looking (or feeling) stupid. Relevant questions are always a contribution. Quantity may also play a role here; your contributing to the discussion to help it move along is quite often appreciated.

If you contribute outstanding comments and insights into the class discussion, you will earn between 9.5 and 10 points.

What is participation and contribution?

- raising and answering questions
- sharing ideas, observations, and personal experiences
- pointing out relevant data
- generating potential solutions
- relating and synthesizing ideas of others
- pointing out relationships to earlier discussions
- helping others develop their views and ideas
- not being satisfied with shallow analysis and/or pat answers

A seating chart will be utilized from class 2 onwards and is determined by the seating arrangement of the teams. This grading structure means that if you are excessively absent from class, leave early often, miss key activities, are disrespectful to me or your colleagues or obstructive to smooth class participation, it will significantly affect your participation score and in turn your final grade accordingly. Because of the nature of the experiential learning in the class, attendance and participation is critical. This means you can have a raw score of between 0 and 200 points for participation. This will be halved to get a final participation grade out of 100.

### **Written Papers**

Two papers will be due from the students (see tentative schedule for paper due dates). Each section has 3 topics (e.g. section one covers affirmative action, ADA and Faith symbols at the work place). I will provide a set of questions for each section ahead of time. The student is required to pick one of these questions, conduct the necessary background research to be able to answer that question (e.g. find a recent legal case pertaining to that issue) and then write a 2 page paper (12 point font, times new roman, double spaced, 1" margin) answering that question. One such paper will be due from each student at the end of each of the 5 sections in the term. The following rubric will be used to grade the paper.

### **Individual Speaking Assignment:**

Presentation Guidelines:

At the end of each of the first four sections, we will have a debate in a presentation format. In the beginning of the semester you will be assigned a presentation partner. You and your presentation partner will be going up against another team to debate one of the topics from the book. This will be presented to the class during designated presentation dates given in the calendar. You will need to use as many recent cases about this issue as possible towards your point. Your presentation will be evaluated by me as well as your fellow class mates. Each person will be evaluated separately as to their level of preparedness and ability to answer questions and defend their side of the debate. Each team will have 20 minutes to make their opening arguments and 5 minutes for rebuttal. Each team will then answer follow up and clarifying questions from the instructor and their classmates.

I welcome the opportunity to help you create the best possible presentation. If you would like me to review your presentation, please e-mail it to me, along with any specific questions you may have. You may also drop by my office to review it in person. Please send your presentation no later than 48 hours before your presentation to ensure that I have time for review and you have time for the changes.

### **Presentation Format**

- Presentations will all be in class using PowerPoint. Other visual aids can be used as necessary.
- Presentations should be professional. Appearance counts, both for the presentation and the presenter.

### **Presentation Submission**

- **Your PowerPoint file must be e-mailed to me through D2L mail tool by 10am on the day of your presentation.** Individual presentations will take place at the beginning of class. If you have other technology needs for your presentation, please inform me at least one class period before your presentation so that the appropriate arrangements can be made.

## Tentative Course Calendar

Section	Date	Topic
	15 Jan	Syllabus and Introduction
1	17 Jan	Issue 1: Is affirmative action still necessary?
1	22 Jan	Issue 2: Will the Americans with disabilities act amendment (ADAAA) be
	24 Jan	In class cases (no pre class reading assigned. just show up)
1	29 Jan	Issue 4: Should Employees be allowed to wear symbols of faith in the
	31 Jan	No class. Online quiz due by 11:59PM
	5 Feb	Debate 1
2	7 Feb	Issue 5: Are social networking sites good recruitment sources?
2	12 Feb	Issue 6: Are personality tests good predictors of employee performance?
2	14 Feb	Issue 8: Would mandatory background checks for all employees reduce
	19 Feb	In class cases (no pre class reading assigned. just show up)
	21 Feb	No class. Online quiz due by 11:59PM
	22 Feb	Not a class day. Paper 1 due by 11:59PM
	26 Feb	Debate 2
3	28 Feb	Issue 9: Do women make better business leaders?
3	5 Mar	Issue 10: Does the glass ceiling still exist in U.S. organizations?
3	7 Mar	Issue 11: Does increased dependence on laptops, cell phones, and PDAs
	12 March	Debate 3
	14 March	No class. Online quiz due by 11:59PM
	19 March	Spring break
	21 March	Spring Break
4	26 March	Issue 13: Has merit pay lost its meaning in the workplace?
4	28 March	Issue 15: Is the executive pay model flawed?
4	2 April	Issue 16: Does attracting, developing and retaining the millennial
	4 April	No class. Online quiz due by 11:59PM
	9 April	Debate 4
5	11 April	Issue 17: Is overseas outsourcing a good U.S. business strategy?
5	16 April	Issue 18: Is the sweatshop concept adopted by the U.S. Manufacturers
	18 April	Holiday Break
5	23 April	Issue 19: Are U.S. companies adaptive to local practices overseas?
	25 April	Debate 5
	30 April	Buffer day (In case we miss any class everything gets moved down one. If
	2 May	No class. Online quiz due by 11:59PM
	4 May	Finals Week