



## **MGI301: Human Resource Management**

*Spring 2015*

Rev. 1/20/2015

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**Time & Location:** Wednesday, 6:30 ~ 9:10 pm, Jacobs 106

**Instructor:** Chia-Yen (Chad) Chiu, Ph.D.  
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276 Jacobs Management Center, School of Management  
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E-mail: [cchiu3@buffalo.edu](mailto:cchiu3@buffalo.edu) (the best way to reach me) \***SUBJECT LINE: MGI301B**  
OHR Secretary: Cheryl Tubisz, 280 Jacobs, (716)645-3280

**Office Hours:** Wednesday 4:00 ~ 5:00 pm or by appointment

### **Description of the Course**

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This course addresses the role of HR professionals in organizations. We will cover topics that are directly related to organizational policies as well as the individuals they affect. We also cover a lot of materials over the semester; therefore it is imperative that you keep up with your assignments to be successful in this course.

### **Course Objectives**

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1. Read about and understand the main Human Resources concepts and theories.
2. Relate Human Resources concepts and theories to the 'real world.'
3. Apply Human Resources concepts and theories to your experience in organizations.
4. Enhance ability to collaborate with others.

### **Course Overview**

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In this course we will examine the major areas in Human Resource Management. I have chosen the topics I feel a) are necessary to develop a good foundation for understanding Resources and, b) most relevant to life in organizations.

I will lecture for a portion of the class, and will also use group activities, videos, etc. to increase your understanding of the topic(s) for that class. In-class activities are designed to enhance your understanding of the topic by providing 'hands-on experience,' generating discussion in addition to textbook perspectives, as well as hearing the viewpoints of your classmates. I look forward to an interactive classroom, and am interested in your thoughts and experiences.

Please note, that although the full content of the assigned readings may be used for test purposes, I will not lecture on each chapter in its entirety. I believe our class time will be better spent by adding different learning experiences into the format rather than reiterating what is already stated in the textbook.

## Required Text and Supplemental Readings

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**Required Text:** Fundamentals of Human Resource Management, 11<sup>th</sup> edition, David DeCenzo, Stephen Robbins, & Susan Verhulst. Some options:

- You can purchase the E-text (\$71.50) directly from Wiley at <http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP002490.html>
- If you prefer a print text, you can purchase a 3-hole punched version for \$145.95 or a paperback textbook for \$208.95. You can find these items at [www.wiley.com](http://www.wiley.com), [www.amazon.com](http://www.amazon.com), [www.ichapters.com](http://www.ichapters.com), or at the University Bookstore.

**Supporting article:** Ferris, G., & Judge, T. (1991) Personnel/human resource management: A political influence perspective. *Journal of Management*, 17, 447-488.

Other required supplemental readings will be available online on UBLearn, at Lockwood Library and/or on Course Reserve.

## Grading & Course Requirements

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The course requirements include: (1) reading and comprehending the weekly reading assignments; (2) completing 2 quizzes, and (3) group works including case studies.

Grading is based on the following (**Total points: 500**):

Individual Work (200 pts.)		Team Work (200 pts.)	
2 Exams	200 pts.	Group Projects	150 pts.
		Peer Evaluation	50 pts.
Other Tasks (100 pts.)			
Homework Assignments 50 pts.			
In-Class Activities 50 pts.			

All written assignments must be submitted in hard copy form. NO attachments to emails will be downloaded or printed. Late assignments will NOT be accepted.

There are no extra-credit or substitute projects available.

Required readings should be completed prior to the class for which they are assigned.

Based on **500 points**, the following grading policy will be used to determine each student's course grade.

A	≥	465-500	(93%)	C	=	325-349	(65%)
A-	=	450-464	(90%)	C-	=	300-324	(60%)
B+	=	425-449	(85%)	D	=	275-299	(55%)
B	=	400-424	(80%)	F	≤	250	(<50%)
B-	=	375-399	(75%)				
C+	=	350-374	(70%)				

## **Exams (200 points)**

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There will be two quizzes given; they are designed to assess your knowledge of the assigned readings, supplemental lectures, and in-class activities. They will be multiple-format (any combination of T/F, multiple choices, matching, short essay, etc.). The exams are not cumulative and I will not return them, but you are welcome to meet with me to review your results. Exam 1 is worth 100 points and Exam 2 is worth 100 points as well. Please make special note:

- **YOU ARE REQUIRED TO TAKE QUIZZES AT THEIR SCHEDULED TIME**. If an *emergency* occurs and the student cannot take the quiz at the scheduled time, he or she must notify the instructor and present *written documentation* of the reason for the absence. There are no make-ups.
- **Bring a validated student id card.**
- **Do not leave the room during a quiz** (barring an emergency). Please take care of all personal needs before coming to the quiz. If you leave during the quiz you must forfeit your paper and take the score you have earned up to that point.
- **Do not use electronic devices, including electronic dictionaries.** The professor will clarify the meaning of words that are not associated with the material being tested.
- **Schedule conflicts.** A request to reschedule the final exam because of exam conflicts must be submitted in writing with a copy of your official exam schedule attached.
- **Feedback** on overall quiz performance will be given in class, but *quizzes will not be returned*. Students are encouraged to meet with the professor during office hours to review their quizzes.

## **Group Projects (150 points)**

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There will be two group projects that you and your teammates should work together to complete the tasks. There are two group tasks for you: 1) the written project papers (100 points) and 2) the presentation (50 points). Please see the appendix for further information.

## **Peer Evaluation (50 points)**

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You will be required to evaluate each of your teammates based on his or her contributions in all team assignments (the team project, homework assignments, and the presentation).

***\*\*Please note: your grade of group activities will be partially determined by the results of peer evaluation\*\****

## **In-Class Activities (50 points)**

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Given our emphasis on learning by experience, a great deal of our in-class time will be spent doing activities that require the participation of each student (discussions, group exercises, simulations, etc.). The success of these activities will depend on your active and informed involvement in the discussion or activity.

You are expected to attend to each class and help your teammates to complete the in-class activities. 5 points will be taken away from you each time if you fail to participate in the group activity or make no contribution to your team.

## **Team Homework Assignments (50 points)**

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For each week, you will be asked to complete an assignment on a topic relevant to the course material. This is to help generate class engagement and teamwork. There will be 10 homework assignments (5 points each). All the assignments must be submitted in hard copy form. Late assignment submission will NOT be accepted.

## University Policies Regarding Academic Honesty, Special Needs, and Classroom Behavior

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### \*\*\*Academic honesty is taken seriously, and I use a zero-tolerance approach.\*\*\*

Cheating on exams, plagiarism, or using papers or answers from other students or classes will result in action ranging from an F for the assignment to failing the course depending on the severity of the action. For example, any academic dishonesty related to the AE analysis papers will result in a grade of zero for the entire set of assignments (i.e., 100 points will be reduced to zero). All incidents of academic dishonesty are reported to the SOM, letters are placed in the student's file, and the SOM faculty are informed.

*Special Needs.* If you have disabilities that require assistance, you can contact the School at: 25 Capen Hall, Buffalo, NY 14260-1632; phone (716) 645-2608, TTY (716) 645-2616; fax (716) 645-3116, or visit the UB website detailing the School's policies:

<http://undergrad-catalog.buffalo.edu/undergraduateeducation/services.shtml#disability>

- **This course adopts a policy of enforcing high standards for classroom behavior.** Students have a moral responsibility not to detract from the positive learning environment of their classmates. Inappropriate classroom behavior that distracts the professor or other students will be penalized with points deducted from the student's final grade at the professor's discretion.

*Unacceptable classroom behaviors include:* inappropriate use of one's laptop (web surfing, reading email, instant messaging, etc.), use of electronic devices including cell phones, talking, chronic lateness, lack of engagement in class (reading the paper, doing work for another class, sleeping, leaving the room during videos, etc.), completing coursework during class.

### **Changes to the Syllabus**

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The syllabus and/or class outline may be modified at my discretion. Changes will be announced in class. It is your responsibility to adjust your outline accordingly.

<b>Date</b>	<b>Chapter Title</b>	<b>Assignment Due</b>
Week 1 1/28	Course Introduction, HR Overview & Strategy	
Week 2 2/4	Legal Issues	Read Ch3 * <b>SUBMIT SIGNED SYLLABUS ACKNOWLEDGEMENT</b>
Week 3 2/11	HR Planning & Recruiting	Read Ch5 & 6; HW1
Week 4 2/18	Selection	Read Ch7; HW 2
Week 5 2/23	Training	Read Ch8; HW 3
Week 6 3/4	<b>Exam I (Ch1, 2, 3, 5, 6, 7, &amp; 8)</b>	HW4; Peer Evaluation I
Week 7 3/11	<b>No Class</b>	Individual papers
Week 8 3/18	<b>No Class</b>	
Week 9 3/25	Performance Review	Read Ch10
Week 10 4/1	Rewards & Compensation	Read Ch11; HW5
Week 11 4/8	Benefits	Read Ch12; HW6
Week 12 4/15	Safety & Health	Read Ch13; HW7
Week 13 4/22	Labor Relations	Read Ch14; HW8; Group Paper
Week 14 4/29	<b>Exam II (Ch10, 11, 12, 13, &amp; 14)</b>	HW 9 & 10
Week 15 5/6	Group Presentation	Peer Evaluation II

## MGI 301 Group Project Description Writing an Article for Forbes Magazine

Imagine that you and the members of your team work for Forbes Magazine, and that the managing editor, Randall Lane, has asked your team to write a story about the “State of the science: What organizational research has discovered in the past 5-years.” Randall also gave you a couple of other important pieces of information. First, the article must be between **2,000** and **2,250** words in length (can’t be longer or shorter). Second, since an enormous amount of research has been published in the past **5 years**, it won’t be possible to summarize all of it in less than 2,250 words. As a result, your team will need to focus the article on one particular topic (the one assigned to you in class). Third, your submitted article (**4/22**) must be extremely well written, easy to understand, visually appealing (can include graphics, call-out boxes, etc.), and formatted as if it would appear in print the next day (you may want to purchase a copy of the most recent edition of Forbes from Barnes & Noble to get a sense of how to format the article). Fourth, Randall also tells you that your article only has a **1 in 5 chance** of being selected for publication. That is, 4 other teams will be writing an article on the exact same topic, but the work of only one team will be selected to appear in print. The winning team will receive a substantial prize (for purposes of our class, each member of the winning team will receive **10 bonus points** to be applied toward their grade). Finally, after submitting your article, your team will meet with Randall and the other members of the editorial committee. During this meeting, you will be expected to make an **8 minute** (very strict on time) presentation in which you make the case for why your article should be published (as opposed to the articles written by the teams you are competing against). It will be in your best interest if your presentation is well rehearsed and allows for every member of your team to participate. The date for your presentation has already been scheduled (find the date next to your topic below):

<b>Presentation Topic</b>	<b>Presentation Date</b>
Abusive Supervision	May 6 (6:30 ~ 7:30)
Organizational Citizenship Behavior	May 6 (7:40 ~ 8:40)

To help your team prepare to write this article, each member of your group is required to find and summarize two research articles on your topic that have been published within the past 5 years using the Web of Science database (a step-by-step tutorial is provided on the next page). The summaries should be short (**250-300 words**), and should focus on the key findings from each article. Do not use scientific language – translate the geek-speak into language that practicing managers can understand. Summaries will be submitted in class on **3/11**.

### **Key things to remember**

Individual Paper is due on March 11 (5 bonus pts).

Group Paper is due on April 22 (100 pts).

Presentation Dates: May 6 (50 pts).

### **Helpful hints**

Make your article and presentation interesting. Grab the attention of the audience with a story, counterintuitive facts, or some other memorable way of introducing your topic.

**Step-by-step tutorial on finding research articles**

1. Each group member should find two research articles on your topic that have been published within the past 5 years (use Web of Science through UB’s Library System)
  - a. Access the Web of Knowledge or Web of Science database
    - i. From a computer on the UB network, search the phrase “university at buffalo web of science” in google
    - ii. Click on the Web of Science link
  - b. Find articles related to your topic
    - i. Type your search term (the topic of your group’s presentation) into the search field; make sure that “Topic” is selected as the search category
    - ii. Click on the “+Add Another Field” link
    - iii. Type this search string into the new field: Academy of Management Journal OR Journal of Applied Psychology OR Personnel Psychology OR Administrative Science Quarterly OR Organization Science OR Journal of Management OR Journal of Organizational Behavior OR Organizational Behavior and Human Decision Processes OR Leadership Quarterly OR Human Resource Management
      1. Select “Publication Name” as the search category for this field
    - iv. Click on the “+Add Another Field” link
      1. Type in the following search constraint: 2010-2015
        - a. Select “Year Published” as the search category for this field
    - v. Click the search button
  - c. Select two articles from the search results
  - d. Document the reference information (see examples below – need information in each column)

Article Title	Authors	Year	Journal Name	Pages
What do proactive people do? A longitudinal model linking proactive personality and career success	Seibert, S. E. Kraimer, M. L. Crant, J. M.	2001	Personnel Psychology	845–874
Good soldiers and good actors: prosocial and impression management motives as interactive predictors of affiliative citizenship behaviors	Grant, A. M. Mayer, D. M.	2009	Journal of Applied Psychology	900-912

**Articles must appear in one of the following journals**

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|----------------------------------|--|
| Academy of Management Journal    | Journal of Management                                |
| Journal of Applied Psychology    | Journal of Organizational Behavior                   |
| Personnel Psychology             | Organizational Behavior and Human Decision Processes |
| Administrative Science Quarterly | Leadership Quarterly                                 |
| Organization Science             |  |
| Human Resource Management        |  |





**ACKNOWLEDGEMENT OF RECEIPT AND UNDERSTANDING OF SYLLABUS**

*Please read, fill out, and sign the following. You are required to submit this page to me within the second week of class (by February 4<sup>nd</sup>, 2015):*

I \_\_\_\_\_ have read, understand, and will abide by the rules and schedules laid out in the syllabus for Dr. Chiu's Spring 2015 MGI301 class.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_