Course: TRM 363e Sections 001/940 Employee Relations
Professor: Dr. John T. Legier, Jr., Associate Professor
Technical Resource Management (TRM) Program
Email: jlegier@siu.edu
Phone: (618) 453-8830
D2L Site Access: https://online.siu.edu
Meeting Dates: Tuesday and Thursday 12:35 PM – 1:50 PM
Office: ASA 103B (Across from ISAT Main Office)
Contact Hours: Tuesday 12 PM – 5:50 PM; Wednesday 12 PM – 4 PM; Thursday 2 PM – 4 PM.


Course Description: Special Topics in Technical Management - Employee Relations. Specialized study for the investigation of management problems relating to the student’s career objective. Study of the techniques of employee relationships to include the dynamics and procedures required for managing the work center.

Prerequisites: TRM major or consent of school.

Course Objectives: The student will:

1. Evaluate why managers fail.
2. Identify, examine, and assess motivation theories to be used and not used.
3. Understand personnel attitudes - barriers to effective leadership/management.
4. Understand and apply behavioral management processes in business and industry.
5. Recognize and develop effective feedback measures for employees.
6. Identify employee unsatisfactory performance.
7. Understand how to use coaching as a mediator in employee performance.
8. Apply appropriate coaching methods in face-to-face employee discussions.
10. Effectively develop quarterly, semiannual, and yearly employee performance evaluations.

Attendance Policy

Attendance to classes and participating in online discussion questions is mandatory. Absence from a class or failure to participate in online discussions without prior permission from the instructor will result in a 10% deduction of the student’s total grade points received to date for each infraction. If an absence is unavoidable due to health or an emergency related problem, the student is responsible for contacting the instructor at their earliest convenience to ensure arrangements can be made to submit class assignments.
General Grading Criteria

All assignments must be neat and professional. As a technical manager or supervisor, professional, clear, and concise written documents are paramount in effective communications. Spelling, grammar, ability to analyze situations, and following directions will be stressed and graded accordingly.

**Course Assignments:** All assignments have deadlines for submission. **Late assignments will NOT be accepted.** It is the Instructor’s prerogative to evaluate class performance which may dictate adjustments to readings, assignment due dates, and quiz dates.

**Class Participation:** This course is designed as an open discussion/argument environment of the topics to be covered. Meaningful participation in weekly class discussions and/or discussion posts are a part of your final grade. This course will be delivered in a discussion group format in which your views, comments, and experience are valued.

Exams/Quizzes

There will be two exams (Midterm and Final) covering the course content to measure “the knowledge, comprehension, evaluation, and synthesis of the student’s learning based on in-class discussions, supplemental presented materials, and course text readings. Both the Midterm and The Final Exams will be essay based. Scenario’s will be provided and will be assessed covering performance issues and further development of performance evaluations (Final Exam). Exam review times will be provided at the instructors’ discretion. Exams are open book, open notes.

Class Deliverables / Products and Grading Scale

**Deliverables** are weekly course assignments to be completed by each student/team. These deliverables include but are not limited to: selected end of chapter Questions, assignments, and instructor assigned materials. Collaborative work between students on homework assignments is allowed, but each student is responsible for submitting their own assignments. See the definition on Academic Dishonesty for further guidance on this subject, below.

Grading Scale and Point Values

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Deliverables / Products</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 486 – 540</td>
<td>Participation/Online Discussions (14 Posts @ 5 pts each)</td>
<td>140</td>
</tr>
<tr>
<td>B = 432 – 487</td>
<td>Class Assignments</td>
<td>200</td>
</tr>
<tr>
<td>C = 378 – 431</td>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>D = 324 – 377</td>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>F = &lt; 323</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>540</strong> Total Points</td>
</tr>
</tbody>
</table>
Deliverable/Product Submission Requirements

Course submissions of deliverables and product(s) will be submitted in MS Word 2010 - 2013 format. Other word processing formats may distort and/or provide unreadable content and will not be accepted. Assignment submissions will be uploaded to D2L by the required due date. All assignment submissions will have your name on the assignment AND in the file name. Failure to do so will result in 0 points for the assignment. Specific document submission layouts and formats will be provided for each deliverable/product.

TRM 363e Course Text Chapters, Supplemental Reading Assignments, and Deliverables

<table>
<thead>
<tr>
<th>Meetings (Tues and Thurs) Week of</th>
<th>Class Content/Discussion</th>
<th>Readings (before each class)</th>
<th>Deliverables / Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 January</td>
<td>Introduction to Course; Intro - Why Managers Fail</td>
<td>Coaching for Improved Work Performance Chap 1 - 3</td>
<td>Text Books in Hand</td>
</tr>
<tr>
<td>26 January</td>
<td>Intro - Why Managers Fail; 1.1 - They Don’t Know Why They Should Do It</td>
<td>Coaching for Improved Work Performance Chap 13; Why Employees Don’t Do Part 1.1</td>
<td>Text Books in Hand; Assignment 1 TBA</td>
</tr>
<tr>
<td>2 February</td>
<td>1.2 - They Don’t Know How to Do It; 1.3 - They Don’t Know What They Are Supposed to Do</td>
<td>Why Employees Don’t Do Parts 1.2 and 1.3</td>
<td>Assignment 2 TBA</td>
</tr>
<tr>
<td>9 February</td>
<td>1.4 - They Think Your Way Will Not Work; 1.5 - They Think Their Way is Better</td>
<td>Why Employees Don’t Do Parts 1.4 and 1.5</td>
<td>Assignment 3 TBA</td>
</tr>
<tr>
<td>16 February</td>
<td>1.6 - They Think Something Else Is More Important; 1.7 - There is No Positive Consequence to Them for Doing It</td>
<td>Why Employees Don’t Do Parts 1.6 and 1.7</td>
<td>Assignment 4 TBA</td>
</tr>
<tr>
<td>23 February</td>
<td>1.8 - They Think They Are Doing It; Mid Term Exam Review</td>
<td>Why Employees Don’t Do Part 1.8</td>
<td>Assignment 5 TBA; Midterm Review</td>
</tr>
<tr>
<td>2 March</td>
<td>Mid Term Exam</td>
<td></td>
<td>D2L Online Exam Submission</td>
</tr>
</tbody>
</table>

*Spring Break* - 3 March to 15 March
<table>
<thead>
<tr>
<th>Meetings (Tues and Thurs) Week of</th>
<th>Class Content/Discussion</th>
<th>Readings (before each class)</th>
<th>Deliverables / Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>16 March</td>
<td>1.9 - They Are Rewarded for Not Doing It; 1.10 - They Are Punished for Doing What They Are Supposed to Do</td>
<td><em>Why Employees Don’t Do Parts 1.9 and 1.10</em></td>
<td>Assignment 6 TBA</td>
</tr>
<tr>
<td>23 March</td>
<td>1.11 - They Anticipate a Negative Consequence for Doing It; 1.12 - There Is No Consequence to Them for Poor Performance</td>
<td><em>Why Employees Don’t Do Parts 1.11 and 1.12</em></td>
<td>Assignment 7 TBA</td>
</tr>
<tr>
<td>30 March</td>
<td>1.13 - Obstacles Beyond Their Control; 1.14 - Their Personal Limits Prevent Them From Performing</td>
<td><em>Why Employees Don’t Do Parts 1.13 and 1.14</em></td>
<td>Assignment 8 TBA</td>
</tr>
<tr>
<td>6 April</td>
<td>1.15 - Personal Problems; 1.16 - No One Could Do It</td>
<td><em>Why Employees Don’t Do Parts 1.15 and 1.16</em></td>
<td>Assignment 9 TBA</td>
</tr>
<tr>
<td>13 April</td>
<td>Development of Effective Performance/Appraisal Evaluations; Narrative Appraisal</td>
<td>Instructor Handouts</td>
<td></td>
</tr>
<tr>
<td>20 April</td>
<td>Pre-established Standards Appraisal; Weighted Checklist Appraisal</td>
<td>Instructor Handouts</td>
<td></td>
</tr>
<tr>
<td>27 April</td>
<td>Goal-setting Approach Appraisal; Trait-based Appraisal Approach</td>
<td>Instructor Handouts</td>
<td>Assignment 10 TBA</td>
</tr>
<tr>
<td>4 May</td>
<td>Class Discussions; Final Exam Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 - 11 May</td>
<td>Final Exams Week</td>
<td>D2L Online Exam Submission</td>
<td></td>
</tr>
</tbody>
</table>
SIU Policy on “Incomplete (INC)” as a Course Grade:

The following text is taken from the 2014-2015 Undergraduate Catalog, p. 32:

“An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F.”

Inclusive Excellence:

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in any class, as well an essential preparation for any career.

Mobile Technology Policy in the Classroom:

Students may use laptops, iPad’s, netbooks, e-Readers, smart phones, etc. during class if the use of these devices is specifically related to course instruction. All cell phones are to be turned to a vibration mode or off. Inappropriate use of laptops, cell phones, MP3 players, and any other inappropriate disruptive behavior(s) may lead to an individual’s removal from the class.

ISAT Policy on Academic Dishonesty (Approved 3/30/01)

The Student Conduct Code of SIU clearly spells out the University policy on Academic Dishonesty. Courses involving the use of the computer require extra consideration, because computer work is easily copied. This departmental policy is intended to provide additional guidelines for such cases. A copy of this policy will be included in the departmental student handbook. Each faculty member will have a copy for his or her own use and for distribution to students.

**Definition of Academic Dishonesty**

We define academic dishonesty to mean turning in material created by someone else and representing it as your own work or permitting others to represent your work as their own.

The following guidelines may be used to help in determining whether or not academic dishonesty has occurred:

1. The student turns in work (i.e., computer work) that is identical to or extremely similar to work turned in by another student or students, unless identical work is the expected norm.
2. When confronted, the student cannot explain the details of his or her work and the methods used to arrive at the solution.
Some Examples:

Academic Dishonesty has occurred:
- When a student turns in work created by someone else and represents it as his or her own work.
- When a student permits someone else to turn in his or her work and represent it as his or her own work.
- When a student copies work from another student.
- When a student copies answers from another student on a quiz, exam, or test.
- When a student uses notes or materials of any kind during a quiz, exam, or test (unless it is announced by the instructor as “open notes” or “open book”).
- When a student deliberately changes parts of computer work in an attempt to disguise the origin.
- When two or more students collaborate on a project that is supposed to be completed individually.

Academic Dishonesty has not occurred:
- When students have the instructor’s permission to collaborate on a project.
- When students receive appropriate help from instructors, graduate assistants, or other staff members involved with the course.
- When students help each other with syntax errors or other application-specific information that makes computer work easier.
- When students participate in a general discussion about the assignment, such as discussing the requirements for the assignment or general strategies for completion of the assignment.

Penalties for Academic Dishonesty

First offense: from a zero on the specific lab/assignment/project/exam to course grade of F.

Second offense: from course grade of F to suspension from the school.

Third offense: permanent suspension from the school.

Records of academic dishonesty will be maintained in the student’s file in the school advisor’s office, as well as in a master academic dishonesty file in the director’s office. When an incidence of academic dishonesty occurs, the faculty member will meet with the director to discuss the situation and determine the appropriate penalty.

SIUC Emergency Response Plan and Building Response Team Program

Emergency Procedures. Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation.
or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

ACKNOWLEDGEMENT OF READING AND AGREEING TO THE TRM 363e-001/940 SPRING 2015 SYLLABUS

I ______________________________ have read and agreed to follow and adhere to the requirements of the TRM 363e Section 001/940 course as outlined in the provided syllabus.

Signed: ________________________________

Date: ________________________________

*Return* this form in an email or hard copy to your professor by the 2nd class meeting.
### IMPORTANT DATES *

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Class Begins</td>
<td>01/20/2015</td>
</tr>
<tr>
<td>Last day to add a class (without instructor permission):</td>
<td>01/25/2015</td>
</tr>
<tr>
<td>Last day to withdraw completely and receive a 100% refund:</td>
<td>02/01/2015</td>
</tr>
<tr>
<td>Last day to drop a course using SalukiNet:</td>
<td>04/05/2015</td>
</tr>
<tr>
<td>Last day to file diploma application (for name to appear in Commencement program):</td>
<td>03/13/2015</td>
</tr>
<tr>
<td>Final examinations:</td>
<td>05/11–5/15/2015</td>
</tr>
</tbody>
</table>

*Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage [here](http://registrar.siu.edu/).

### Spring Semester Holidays

- Martin Luther King, Jr.’s Birthday: 01/19/2015
- Spring Vacation: 03/07–03/15/2015

### Withdrawal Policy ~ Undergraduate only

Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit [here](http://registrar.siu.edu/pdf/ugradcatalog1314.pdf).

### Incomplete Policy ~ Undergraduate only

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### Repeat Policy

An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at [here](http://registrar.siu.edu/pdf/ugradcatalog1314.pdf).

### Graduate Policies

Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit [here](http://gradschool.siu.edu/about-us/grad-catalog/index.html).

### Disability Policy

Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. [Here](http://disabilityservices.siu.edu/)

### Plagiarism Code

[Here](http://pvcaa.siu.edu/_common/documents/Plagiarism/Guide%20to%20Preventing%20Plagiarism.pdf)

### Morris Library Hours

[Here](http://www.lib.siu.edu/about)

### Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: [http://safe.siu.edu](http://safe.siu.edu).

### Saluki Cares

The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, [http://salukicares.siu.edu/index.html](http://salukicares.siu.edu/index.html)

### Emergency Procedures

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### Inclusive Excellence

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### Learning and Support Services

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

- Tutoring: [http://tutoring.siu.edu/](http://tutoring.siu.edu/)

### Writing Center

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit [http://write.siu.edu/](http://write.siu.edu/)

### Affirmative Action & Equal Opportunity

Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: [http://diversity.siu.edu/](http://diversity.siu.edu/)

### Additional Resources Available:

- **Salukinet**: [https://salukinet.siu.edu](https://salukinet.siu.edu)
- **Advisement**: [http://advisement.siu.edu/](http://advisement.siu.edu/)
- **SIU Online**: [http://online.siu.edu/](http://online.siu.edu/)

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**Spring 2015 R.O'Rourke**