

# **The University of Oklahoma**

## **College of Continuing Education**

### **Advanced Programs – Course Syllabus**

#### **Course Title:**

Human Resources for the Human Relations Professional

#### **Course Number:**

HR 5143-106

#### **Course Description:**

This course is an introduction to Human Resource Management (HRM) for human relations professionals. In a generic sense, HRM encompasses four principles: 1) individual development; 2) career development; 3) performance management; and 4) organizational development. As such, HRM is a multi-disciplinary field with applications to every type of organization. HRM has been defined as a series of processes by which human resources are identified, used, and developed in ways that strengthen organizational effectiveness by increasing problem solving capabilities and planning (The Organization Development Institute, 1991).

The organizational development/management efforts are offered to employees for at least five reasons: 1) to develop new or replacement knowledge and skills; 2) to improve work performance and promotability; 3) to enhance general personal growth; 4) to improve group and overall organizational effectiveness; and 5) to improve an organization.

First, this rationale is consistent with career development--the process of matching organizational and individual needs through multiple approaches. Such a process allows for greater adaptation to various work roles in career paths. Intervention combines appropriate employee assessment and development, leading to optimal matches of people and jobs.

Second, this rationale is consistent with training--the learning experiences provide employee's on-the-job applications, as well as educational opportunities away from work. These experiences promote organization objectives, while at the same time they develop individual employees through career advancement and improved job satisfaction. Examples may include: developing interpersonal communication skills, ability to use new technology more effectively, or developing leadership skills.

Third, and finally, the above reasons are consistent with HRM principles; that is, strategies to increase effectiveness, quality of life, and job satisfaction. Ten purposes of the principles are: 1) to clarify goals and objectives; 2) to align employee and unit goals; 3) to make organizations more effective; 4) to deal effectively with technical and human problems; 5) to improve teamwork between unit leaders and their subordinates; 6) to promote openness of differences and problems; 7) to improve the decision-making process; 8) to deal with change; 9) to improve individual and team relationships; and 10) to translate consensus into action.

In summary, this course provides HR students with: basic knowledge to understand what HRM is (and is not), HRM roles and jobs, how HRM fits into the total organization, HRM competencies, professional and ethical HRM issues, and the evolving nature of HRM.

#### **Class Dates, Location and Hours:**

Dates: April 24 – 30, 2017

Location: Nellis AFB, Las Vegas, Nevada. See Site Director for classroom location.

Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.

Last day to enroll or drop without penalty: March 26, 2017

#### **Site Director:**

Email: [apnellis@ou.edu](mailto:apnellis@ou.edu). Phone: 702-643-5354.

## Professor Contact Information:

Course Professor: Trent E. Gabert, Ph.D.  
Mailing Address: 3014 Walnut Road  
Norman, OK 73072  
Telephone Number: (405) 388-3473 (Cell)  
(405) 364-3077 (Home)  
Email Address: [tgabert@ou.edu](mailto:tgabert@ou.edu)  
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

## Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email [0831mgr@fheg.follett.com](mailto:0831mgr@fheg.follett.com). Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Berry, L., & Seltman, K. (2008). *Management lessons from Mayo Clinic: Inside one of the world's most admired service organizations*. Columbus, OH: McGraw Hill. ISBN 9780071590730.
2. Mathis, R., & Jackson, J. (2016). *Human resource management: Essential perspectives* (7<sup>th</sup> ed.). Mason, OH: Cengage Southwestern. ISBN 9781305115248. **The 5<sup>th</sup> or 6<sup>th</sup> edition of the Mathis and Jackson book will be ok.**
3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

**The above readings are required** and it is expected that students will complete the above readings in entirety before the beginning of the seminar.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

## Course Objectives:

After effectively participating in this course, a student should be able to:

- operationally define HRM (this includes how HRM may be used in your organization);
- describe the basic components of HRM: individual development – including personal training, education, and development; career development; performance management; and organization development;
- outline the outputs or roles of HRM personnel (i.e., the products and services of HRM personnel); the quality requirements of each output; and the management of employee behavior;
- describe the processes of acquiring, developing, and rewarding human resources;
- describe the core technical, business, interpersonal, and intellectual competencies needed by all HRM practitioners and other competencies needed in various HRM roles;
- recognize areas of ethical and legal concerns within HRM;
- identify current and future challenges and issues facing HRM;
- assess your own interest in and current knowledge and skills related to HRM as a profession; and

- demonstrate the development, presentation of, and evaluation of a workshop in HRM.

**Tentative: Readings – Class Topic:**

- Day 1 *Human Resource Management* pages 1-24; Introduction; Definitions, History, Principles, and Understanding of HRM. *Mayo Clinic* pages 1-48: Participative management and the Mayo brand as related to HRM.
- Day 2 *Human Resource Management* pages 25 -46. *Mayo Clinic* pages 49-92; HRM Goals and tasks; Organizational structures and HRM; Legal Issues in HRM. Team project/workshop assignment and development.
- Day 3 *Human Resource Management* pages 47-94; *Mayo Clinic* pages 93-158. Job analysis, staffing, training, and enhancing learning by employees and managers. Communication in HRM. Workshop development.
- Day 4 *Human Resource Management* pages 95-139; *Mayo Clinic* pages 159-222. Evaluation and personnel management. Workshop development.
- Day 5 *Human Resource Management* pages 140-187; *Mayo Clinic* pages 223 – 266. Compensation, benefits, and realizing human potential. Workshop development.
- Day 6 *Human Resource Management* pages 188-246; Ethical issues in HRM; Risk Management, health and safety. Written exam. Workshop development.
- Day 7 Workshop presentations and Course/Instructor Evaluation.

**PowerPoint Slides will be important in this class**

**Assignments, Grading and Due Dates:**

Several student related obligations are assumed: 1) attend all course seminar sessions, unless specific and individual approval of absence is granted by the professor; 2) complete all required readings; 3) complete all course-related assignments in a timely manner; 4) participate qualitatively in class discussions and other course related activities (presentations, simulations, exercises, etc.); and 5) complete the final examination and paper requirements.

The lectures and presentations will provide important material and, therefore, you should be prepared to take notes and integrate this material with your required readings. PowerPoint presentations will be posted on D2L for this course approximately **two weeks before the class begins**. Please download the PowerPoint presentations and bring to class.

**Pre-seminar assignment: This paper should approximate 7 pages- see below.**

After reading the textbooks:

- Operationally define HRM.
- Briefly discuss the purpose of HRM according to the text.
- Identify three HRM needs that you believe exist in your organization.
- Choose one of the HRM needs you identified in ‘c’ and describe how this need began and who you feel are the key players in this need.
- Finally, discuss either what the organization (from ‘c’) is doing to address the need, or how you believe the need may be addressed through career development, training, education and development of personnel, or organizational development. Include in your discussion a brief action plan to address the need.
- What value do you see for my including the Berry and Seltman text in our readings for this course?
- Begin your pre-paper with a 100 word abstract; this should be a summary of your completed paper (**not what you intend to write about, but what you actually wrote about- your**

**definition, purposes, needs, and possible solution),** and end with a list of references (all references must be cited in the body of the paper).

The intent of this assignment is to get each student into the textbooks before the seminar begins to allow you an opportunity to connect your own experience with the text materials, and to allow you to put the text information into an organizational scenario. Basically you are looking at personal, career, or organizational situations that should make your organization efficient, productive and a great place to work. Two suggestions about this assignment: don't make too much of it, don't take it too lightly. This assignment will be graded on content, organization, writing style, and use of proper documentation and citation style. This assignment must be typed (use 12-pt. font), number each page, and use APA format. Send this assignment to me 4 days prior to the beginning of the class (send as an email Word attachment or place in the D2L Dropbox for this course). I will then be able to read your papers prior to the beginning of class. Approximately seven pages, including a cover page, followed by a short abstract (brief summary of **what is in your paper**), then the body of your paper, and a reference page. Use citations and references as appropriate. If submitting the paper prior to class creates an undue hardship, **please let me know** and then bring a hard copy of your paper to the first class meeting.

**Please send pre-seminar papers to professor via email or Desire2Learn 4 days prior to the first day of the seminar.**

### **In-class Participation and Reflections:**

Completion of experiential exercises, class discussion and presentations, and in-class activities. Several review reflections will occur during class sessions to help you prepare for the final essay exam. The reflections will be objective questions or short-answer reflections on readings for the day and previous session activities, with the intent of review and clarification.

### **Group project:**

Group development and presentation of a project assignment. The seminar class will be divided into small groups (two to five members) based on common interests, background experiences, or common time schedules. Working in teams, group members will design and present a team project (workshop) on a topic of interest as related to this seminar. Topics may be chosen from: employee benefits, employee development (reengineering), equal employment opportunity, professional ethics, wellness (health, fitness, stress management), performance appraisal, motivation and incentives, organizational design and development, recruiting-hiring-promotion issues, safety and security, substance abuse, team building, diversity training, and preventing sexual harassment at work. Other topics may be selected based on in-class discussion and agreement.

This group assignment requires members to make a 45 minute (approximate time) presentation of a workshop format for the topic selected. Presenters should include at least two activities in which all class members can participate during the presentation. A complete time-management outline or agenda of the workshop must be written and shared with all class members. Complete references must accompany the handout. Presentations will occur on the last day of class. One final group project paper, in more detail than the document shared with the class members, will be due to the professor at the time of presentation.

### **Final Exam:**

A comprehensive, final essay examination, in which participants are evaluated on their understanding of the course material, will occur near the end of the course.

### **Grading:**

This is a letter-graded course: A, B, C, D, or F.

<b>Assignment:</b>	<b>Due Date:</b>	<b>Percent of Grade</b>
Pre-seminar review paper	<b>Four Days Before Class Begins, April 20, 2017</b>	20
In-class participation and reflections	During class sessions	15

<b>Assignment:</b>	<b>Due Date:</b>	<b>Percent of Grade</b>
Group presentation and paper	During class – last day	30
Final exam	Near the end of the class	35
Total	N/A	100%

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

## INSTRUCTOR VITA

Trent E. Gabert, Ph.D.

### Education

- 1970 Ph.D., University of Wisconsin (Physical and Behavioral Development)
- 1962 M.S., University of Wisconsin (Health Education)
- 1961 B.S., University of Wisconsin (Physical Education)
- 1976-77 (Sabbatical) - Post-Doctoral Studies - Pennsylvania State University
- 1995 (Sabbatical) - Post-Doctoral Studies - United States Military Academy, West Point, NY

### Current Positions

- Associate Dean Emeritus, College of Liberal Studies, University of Oklahoma
- Emeritus Professor of Sport Management, Graduate Degree Program, University of Oklahoma
- Emeritus Administrator, Brock International Prize in Education
- Research Associate (WOC), Consultant - Federal Aviation Administration
- Adjunct Professor - Human Relations Advanced Programs

### Major Areas of Teaching and Research Interest

- Leadership development
- Analysis of organizational structure
- Managing and financing sport
- Behavioral psychology
- Human Resource Development
- Management issues: motivation and job satisfaction

### Representative Publications and Presentations

- Gabert, T.E. (January 2014). "Communication as an APP: Art, Power, and Paradigm". Norman, Oklahoma: Pioneer Library Executive Staff Development.
- Gabert, T.E. (May 2013). "Dreams, Goals, Vision – Planning for Excellence in Leadership". Norman, Oklahoma: Pioneer Library Association.
- Gabert, T.E. (Feb. 2012). "Bold Leadership Equals Bold Visionary Planning - The time is now!" American Council on Higher Education Invited Lecture.
- Gabert, T.E. (July 2011). Leadership: A College of Liberal Studies View for the 21<sup>st</sup> Century. Vantage Point, College of Liberal Studies.
- Gabert, T.E. (January 2010). Leadership Development for Medical Practitioners. A 4 hour workshop/presentation presented to physicians at Norman Regional Hospital.
- Gabert, T.E. (2007/2009). "Resonant Leadership in Government". Presented at the Governors Executive Leadership Workshop. Stillwater, OK July 2007 and 2009.
- Gabert, T.E. (2006). Role and process of online education in distance education degree programs. Presented at the annual meeting of the Association of Graduate Liberal Studies Programs. Santa Fe, New Mexico.
- Gabert, T.E. & Clarke, L. (2004). "Faculty Issues Related to Adult Degree Programs." In *Degrees of Change: Developing and Delivering Adult Degree Programs*, Edited by J.P. Pappas and J. Jerman. San Francisco: Jossey:Bass.
- Gabert, T. & Nash, S. "Online curricula development in the College of Liberal Studies." Presented at the Annual Conference of Computers in Education, University of South Carolina, Myrtle Beach, S.C. 2002
- Gabert, T. E. (2001) "Developing and managing a balanced budget." In *administering leadership in health, kinesiology, and leisure studies*, Bryant and Passmore, Eds. Dubuque, Iowa: Kendall-Hunt, Publishing.
- Differences in college choice factors among freshman student athletes. *The Journal of College Admission*, No. 164, Summer/Fall, 20-29. Gabert, T., Hale, J.L., and Montalvo, G. 1999.

- Team performance, Market Characteristics, and Attendance at Major League Baseball: A panel Data Analysis. *The Mid-Atlantic Journal of Business*, 35:2-3, 77-91. Pan, D., Zhu, Z., Gabert, T., & Brown, J. 1999.
- “Community Relations: A model program for the National Hockey League based on a survey of the NBA, NFL, and MLB”. Presented at the North American Sport Management Conference, Vancouver, BC. (Gabert, T. and Berkhouse, J.), June 1999.
- “A Study of Leadership Characteristics of Female and Male Head Volleyball and Basketball NCAA Division III Coaches”. Presented at the American Alliance for Health, Physical Education, and Recreation Conference, Boston, (Gabert, T., Vala, J., and Hale, J.), April 1999.
- “Factors and differential demographic effects on purchases of season tickets for intercollegiate basketball games.” *Journal of Sport Behavior*, 20 (4), 447-464. (Pan, D., Gabert, T., McGaugh, E. & Branvold, S.), 1997.
- “Effects of winning percentage and market size on attendance in minor league baseball.” *Sport Marketing Quarterly*, 6 (4), 35-42. (Branvold, S., Pan, D. & Gabert, T.), 1997.
- “Sport and Ethics.” A video produced for Professors at Large – CLS Public Television in Oklahoma. August, 1994.
- “Job satisfaction and burnout of high school, college, and professional certified athletic trainers.” Research Poster Section: OAHPERD. (Gabert, T., Loeswick, L., Pan, D., & Buckley, J.) Edmond, OK. October 1996.
- “Job satisfaction, burnout, and leadership.” Presented to Center for Enhanced Performance, United States Military Academy, West Point, NY, October 1995.
- “Amalgamation and enhancement – an effective strategy for the health and sport sciences.” Presented at the Annual Conference of the College and University Administrators Council (CUAC), Brainerd, MN, July 1992.

### **Representative Honors and Awards Received**

- Outstanding Freshmen Seminar Professor – University of Oklahoma 1999
- Outstanding Service Award - College of Liberal Studies, 1997
- Outstanding Service Award - College and University Administrators Council, 1996
- Kenneth E. Crook Award - Outstanding Academic Professor in the College of Liberal Studies, 1995
- Scholar of the Year - Oklahoma Association of Health, Physical Education, Recreation, and Dance, 1988
- State of Oklahoma Honor Award for Leadership and Service in Health, Physical Education and Recreation, 1980

### **Major Professional Affiliations**

- Association of Graduate Liberal Studies Programs
- Council for Accelerated Education Degree Programs
- International Association of the American Management Association
- Chair - Research Council - Oklahoma Association for Health, Physical Education, Recreation and Dance (1995-97)
- Past-President - College and University Administrators Council
- Equal Opportunities Committee, University of Oklahoma, 1995-98.
- North American Association for Sport Management
- American Alliance of Health, Physical Education, and Recreation
- North American Society for the Psychology of Sport and Physical Activity