HR 5143-493: Human Resources for the HR Professional

Course Description:

Human Resources for the Human Relations Professional serves as an introductory survey of the discipline of Human Resources (HR) aka Human Resource Management (HRM). HR is a broad and at the same time narrow discipline centrally concerned with an organizations most important resources: humans! HRM deals with the management-not to be confused with supervision- of those **human resources**. Components of HR include but are not limited to; talent acquisition and development, total rewards (e.g., compensation, benefits, work-life integration, etc.) performance management, organizational development, employee relations, HR metrics and analysis, and strategic HR.

Among the questions this course aims to explore include what is the function of HR in organizations? How do the various functional components of HR fit and work together? What competencies does the valuable HR practitioner embody? And, finally, if not most importantly, this course aims to explore the question of what is the HR value proposition?

Course Dates:

> January 2 – April 30, 2019
> Last day to enroll or drop without penalty: December 4, 2018

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor:	Eric R. Sourie, MHR, PHR, SHRM-CP
Mailing Address:	Physical Sciences Building, Room 812
	Norman OK, 73019
Telephone Number:	405 325 7052
Email Address:	esourie@ou.edu
Professor availability:	The professor will be available via email to students and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at https://ou.textbookx.com/institutional/index.php. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online.

1. Ulrich, D. & Brockbank, W. (2005) *The HR Value Proposition.* Boston, MA: Harvard Business School Press. ISBN 9781591397076

2.   Noe, R. A., Hollenbeck, J. R., Gerhart, B. & Wright, P. M. (2016) *Fundamentals of Human Resource Management* (6th ed.). New York, NY: McGraw Hill. ISBN 9780077718367

Recommended Text

3.   American Psychological Association (2009) *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Additional Learning Resources:

- The resources below are websites of oft consulted HR professional associations and governmental entities. Each will be referenced throughout the course. In addition, they will be invaluable reference and research resources for you moving forward.
  - Association for Talent Development (ATD)- www.atd.org
  - Bureau of Labor Statistics- www.bls.gov
  - College and University Professional Association for Human Resources (CUPA-HR)- www.cupahr.org
  - Department of Labor (DOL)- www.dol.gov
  - Equal Employment Opportunity Commission (EEOC)- www.eeoc.gov
  - Society for Human Resource Management (SHRM)- www.shrm.org
  - World at Work- www.worldatwork.org
- The following are excellent writing resources. Visiting and familiarizing yourself with them is strongly recommended.
  - American Psychological Association www.apastyle.org
  - Purdue Online Writing Lab https://owl.english.purdue.edu/owl/
  - Univ. of North Carolina Writing Center http://writingcenter.unc.edu
  - University of Oklahoma Writing Center www.ou.edu/writingcenter.html

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: http://www.ou.edu/content/cas/online/student-online-orientation.html

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at http://www.ou.edu/content/cas/online/student-information.html or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

Upon completion of this course, engaged students should be able to:

- Discuss in detailed and specific terms the Human Resources value proposition.
- Outline the various components of Human Resources.
- Discuss the role of the various functional areas within Human Resources.
- Discuss both orally and in writing HR concepts, issues, and principles, using generally accepted HR terminology.
- Identify emerging issues and trends in the Human Resources landscape.
- Discuss HR's future; both opportunities for growth and challenges to its' existence.
- Articulate in detailed and specific terms some of the competencies necessary for valuable Human Resource practice.

Instructional Methods:

A variety of learning tools will be utilized including, but not limited to group discussion, lecture, group assignments/projects, individual reflection, reading assignments, videos and case studies

Statement on Respect

A goal of this course is to provide a learning environment where students can freely express their viewpoints without fear of reprisal from fellow students or the instructor. While critical examination and analysis of ideas is welcomed and encouraged, I ask that we do so with respect. Disrespectful dialogue, i.e., personal attacks, insults, harassment, etc. will not be tolerated.

If at any point you feel disrespected by myself or another student, feel free to let me know as soon as possible, so that we may look in to the situation.

Assignments, Grading, and Due Dates:

1. **Assigned Readings:** Your understanding of Human Resources, success in this course, and development as a valued HR practitioner (for those of you traveling that path) depends heavily on your commitment to exposing yourself to literature that will challenge your thought and inform your practice. This course is but one step in that direction. Thus, your commitment to engaging the assigned course readings are critical and expected.

   Human Resources is an ever-changing practice. To this effect, as relevant articles and other short readings become available *I may add* to your weekly readings.

2. Weekly Discussion Forums: This course is centered on the critical analysis and exchange of concepts, ideas, and theories. As such, your participation in the weekly discussion forums is paramount (This is amplified with the online delivery of the course). The discussion forums will be based on the assigned readings and any other assigned learning activities for that week.

   During the discussions, you are expected to respond to at least one of the discussion questions (I will supply these) and **then comment/reply to at least two other posts by your classmates**. Both your original response and replies must be complete thoughts. For example, yes and no replies will not be counted as your comments. Original posts should be centered in your analysis of the readings, videos, etc.

   Discussions will occur each week unless otherwise noted. Discussions will be released in Canvas *each Monday* (with the exception of week 1) at midnight, 12:00 am and remain open *until Sunday night at 11:59 PM*. Missing a discussion results in a forfeiture of points.

   (5 points each)

3. **HR Value Proposition Critical Response Paper:** Perhaps no greater challenge faces HR professionals and departments than delivering value. Indeed, as budgets continue to tighten and organizations look to operate leaner, HR must be clear in articulating and demonstrating value to organizational stakeholders. Thus, it is crucial that we understand the value HR can bring to organizations. In light of these realities, each student shall submit a critical response to the HR Value Proposition text.

   Your critical response will consist of your analysis and assessment of the major claims/arguments and/or themes-and how the authors go about supporting these themes-put forth by the authors of HR Value Proposition.

   Stay mindful that this is not a book report or summary. The goal is to engage the text critically. Critical response papers should be 4-5 pages (not including the cover page), written in APA style format, 6th edition. (30 points) **Due in Canvas March 17, 2019**.

4. **Group Project:** Students will work together on a group project. The goal of the project is to analyze an HR issue, collaborate with group members on a solution; and develop a clear, thorough, and organized proposal. Each group will present their findings. Students are strongly encouraged to meet periodically throughout the semester. Group discussion forums will be made available in Canvas. Final projects will be deposited in Canvas.

Group projects should include a written and presentation component. You are free to construct your proposal as you best see fit. However, prepare as if you will be presenting to actual boards of directors, organizational leadership, HR leadership, steering committees, and etc. Common examples of written components include a formal written report, executive summary, etc. Common presentation examples include Keynote, PowerPoint, and Prezi.

Group Projects will be graded on (5 pts. each):

1. **Content-** Did your proposal adequately treat the subject(s)? Were you thorough in your treatment of the problem or did you just regurgitate HR language? Did you think critically about the problem and put forth thoughtful solutions?
2. **Clarity:** Is your proposal's direction clear? Are the components grammatically sound?
3. **Organization and Cohesion**- Was the content organized? Did the written and presentation components flow? Did the parts represent the sum?
4. **Presentation Delivery**- How was the proposal delivered? Were audio-visual (Keynote, PowerPoint, Prezi, etc.) aids utilized? Does the proposal allow for audience following?
5. **Collaboration**- Were all group members a part of the development and delivery of the presentation? Were group members on the same page?
   o **Group Assessment:** Each group member will assess their co-collaborators.

Topics will be published in Canvas the first week of class. Students will select groups in week 2. **Projects are due in Canvas on April 28, 2019. 25 points**

1. **Final Written Research Assignment- Each student shall submit a final written research document. You have two options for this assignment.**

   a. **Traditional Research Paper: t**he paper should critically examine an issue or topic related to human relations. You have freedom regarding your topic. But being specific rather than broad may be advantageous. For example, you could write about learning and development broadly. Conversely, you could choose to be more specific. For example, *what are the implications of millennial learning styles for learning and development training efforts*? Both are valiant topics. However, one is more specific than the other (and may be easier to write about and produce a stronger paper).

   Moreover, as it relates to your topical focus stay mindful that trends, emerging issues, or changes you see coming are fair game. In addition, arguing for or against a law, theory, or practice is also fair game. You have freedom stylistically as well. Your paper can take the form of any number of styles (e.g., argumentative, theory or conceptual pushing, theory or conceptual formation, etc.).

   Potential questions and/or ideas to consider when writing your research paper include: **(This list is not exhaustive. Nor, are the questions and/or ideas meant to serve as section titles for your paper. Rather, these are simply questions that may help you in thinking about and formulating your research. Some, all or none may be relevant to your desired approach.):**

   - Why is this issue/topic relevant?
   - How did this issue/topic become relevant?
   - What is the current landscape surrounding this issue?
     o What are the current trends regarding this issue?
     o Are there differing schools of thought regarding this issue? If so, what are they?
   - How might this issue evolve in the future?
   - How might this issue be improved upon?
   - Initial impressions of readings and discussions;
   - Changes (if any) in student thought as a result of readings and discussions;
   - Areas of deep disagreement or agreement with an issue or aspect of an issue;
   - Suggested new perspectives on an issue;
   - Implications for practice.

   a. **Literature Review-** The idea around a literature review is to explore and scan literature relating to your topical focus. After engaging relevant literature, the expectation is that you will summarize *and* synthesize the literature you are consulting. Some questions to *integrate* into

your review include: What does the literature say about your topic? How does the literature inform your topic? What themes, if any exist within the literature? What conclusions can be drawn from the literature review? How might the discussion on your topic continue based on what the literature does or does not say? There are no doubt additional questions your review can consider.

Just like if you were to do a *traditional* research paper, your literature review *should start* with a well-focused research question. Having a well-focused research question will greatly enhance and *simplify* your review. I encourage you to consult the writing resources in the additional learning resources section of the syllabus. These resources should prove especially helpful.

The Final Written Assignment should be 10-12 pages (not including cover and reference pages) in length, written in APA format, 6th edition. **(30 points) Due in Canvas May 10, 2019 11:59 p.m.**

Written assignments- both the HR value proposition and final research assignment- will be graded on the following (5 pts. each):

1. **Clarity**: Are your ideas and points clear? Is it hard to decipher what you are saying and/or where you are trying to take the reader? Is your position clearly stated (think thesis/main idea and its development)? Does your paper include substance? Or, is it centered in fluff?

2. **Organization and Cohesion**: Is there a clear thesis statement with subsequent supporting paragraphs? Do the supporting paragraphs have topic sentences? Are the necessary components of a research paper included (e.g., introduction, rationale, findings, implications, conclusion, etc.)? Do the components flow together? Do the parts represent the sum?

3. **Evidence Based**: Are your claims and positions informed and/or supported with research? How do you go about supporting your claims? Have you cited your sources? Are your sources solid?
   - This is a scholarly research paper. As such, your sources should be overwhelmingly of the book or peer reviewed/refereed scholarly journal nature. It should not be built on websites. While websites can be most informative, their inclusion should be complimentary. Your paper should have a *minimum* of 7-10 sources (**Final Written Research Assignment only**). Papers with an over reliance on websites will be docked points.

4. **Originality**: Is your paper original research? It is not expected that you will be writing about something that no one else has written about. So, take that pressure off yourself!   However, you should be adding something original to the conversation. Are you asking a new question about the topic? Or, are you nuancing some already existing point or question in the conversation? Are the thoughts and ideas included in the paper your own? While your paper is to be informed by research, you are to offer your own analysis. It should not be a regurgitation of the literature you consulted. (Research Paper only-originality will not be scored for Critical Response Paper)

5. **Adherence to Instructions**: Does your paper follow the stated format style (e.g., APA, etc.)? Does it meet the word/page count, etc.?

6. **Grammar**: Is your paper grammatically sound? That is, is your paper overrun by grammatical errors? This is not about being 100% free of grammatical errors (there are differing schools of thought on certain grammatical components so someone can always find a grammatical error). I am not interested in trying to be a pompous grammar snob. Thus, a missed period here or there is not of major concern (this is not a license for carelessness, however). However, once grammar starts taking over the paper, there is a problem. Run-on sentences, sentence fragments, misspelled words, missed periods and commas, etc.… should not be happening consistently.

Grading:

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

Grades are based on the total points earned throughout the course.

Assignment Point Totals and Grading Rubric	
Assignment	Points
Discussion Forums	70
HR Value Proposition Paper	30
HR Research Paper	30
Group Project	25
Total Points	155

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.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor a "Petition for and Work to Remove an Incompleted Grade" form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: http://webapps.ou.edu/it/ or contacting them by telephone at: (405) 325-HELP (4357).

Course Schedule: Readings, Activities, and Assignments

Dates	Unit	Topics	Readings
Week 1 (1/14-20)	Course Welcome	Introductions Syllabus Review Q&A	Na
Week 2 (1/21-27)	Unit 1: The HR Value Proposition	HR Value Understanding the Business (and its context)	HR Value Proposition: Chapters 1-2 Fundamentals of HRM: Chapter 1
Week 3 (1/28- 2/3)	Unit 1- The HR Value Proposition (cont.)	Identifying and Understanding HR Stakeholders	HR Value Proposition: Chapters 3-4
Week 4 (2/4-10)	Unit 1- The HR Value Proposition (cont.)	HR in Practice	HR Value Proposition: Chapters 5-6

Week 5 (2/11-17)	Unit 1- The HR Value Proposition (cont.)	HR Strategy and Organization	HR Value Proposition: Chapters 7-8
Week 6 (2/18-24)	Unit 1- The HR Value Proposition (cont.)	HR and You: HR Competency and Career Development	HR Value Proposition: Chapters 9-11 SHRM Competency & Knowledge Model- In Canvas
Week 7 (2/25-3/3)	Unit 1- The HR Value Proposition (cont.)	HR Transformation and Strategic HR	HR Value Proposition: Chapter 12 SHRM article: Take a Good Look at Strategic HR- In Canvas SHRM article: Practicing Strategic HR- In Canvas
Week 8 (3/4-10)	Unit 2- HR and the Law	Functional HR Overview Employment Law	Fundamentals of HRM: Chapters 1 (review) and 3 Intro to HR Video- In Canvas EEOC Readings and Statistics-In Canvas Workplace Discrimination Videos- In Canva
Week 9 (3/11-17):	Unit 3- Functional HR	Talent Management-Staffing the Organization Job Analysis and Design Recruitment, Selection, and Onboarding	Fundamentals of HRM: Chapters 4-6 Bureau of Labor Statistics- In Canvas **HR Value Proposition Critical Response Paper Due March 17**
Week 10 (3/18-24)	NO CLASS-SPRING BREAK-ENJOY	NO CLASS-SPRING BREAK-ENJOY	NO CLASS-SPRING BREAK-ENJOY
Week 11 (3/25-3/31):	Unit 3-Functional HR	Talent Management (cont.)-Developing the Human Capital: HR Development, Performance Management	Fundamentals of HRM: Chapters: 7-8 & 10 Instructor PowerPoint Presentation- In Canvas TBA- In Canvas
Week 12 (4/1-7):	Unit 3- Functional HR	Total Rewards: Compensation, Benefits	Fundamentals of HRM: Chapters 12-14 The Simple Truth about the Gender Pay Gap 2015, American Association of University Women (AAUW). (In Canvas or http://www.aauw.org/resource/the-simple-truth-about-the-gender-pay-gap/)
Week 13 (4/8-14):	Unit 3-Functional HR	Employee and Labor Relations	Fundamentals of HRM: Chapters 9, 11 & 15 SHRM Article: *Introduction to the Employee Relations Discipline*- In Canvas TBA

Week 14 (4/15-21):	Unit 3- Functional HR	Diversity, Equity, and Inclusion & Ethical HR	TBA- Posted in Canvas
Week 15 (4/22-28):	Unit 4- HR Assessment and Forecasting	HR Metrics and Outcomes	Fundamentals of HRM: Chapter 9 (pages 287-291) TBA-Posted in Canvas **Final group project due April 28**
Week 16 (4/29-5/5):	Unit 4- HR Assessment and Forecasting	HR Trends and Emerging Issues	Fundamentals of HRM- Chapters 2 & 16 SHRM Workplace Forecast: The Top Workplace Trends According to HR Professionals- In Canvas
Week 17 (5/6-10)	Finale	Writing Week	**Research Paper Due May 10**

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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 make 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

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 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.

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/

<p align="center">**INSTRUCTOR VITA**</p>

<p align="center">**Eric R. Sourie, MHR, PHR, SHRM-CP**</p>

Education

- 2001   Bachelor of Arts, Psychology, Langston University
- 2003   Master of Human Relations, University of Oklahoma

Current Positions

- Instructor & Coordinator, Human Resources Degree Concentration (Nov. 2015-Present, Department of Human Relations, University of Oklahoma.
- Human Resources Manager, University Outreach, University of Oklahoma (March 2013-2015)

Frequently Taught Advanced Programs Courses

- HR 5143   Human Resources for the Human Relations Professional
- HR 5813   Business Management and Strategic Planning
- HR 5853   Employee and Labor Relations

Major Areas of Teaching and Research Interest

- African American Studies
- Diversity, Equity, and Inclusion
- History of Education
- Human Resource Management
- Race and Education
- Race and the Workplace

Major Professional Affiliations

- Oklahoma CUPA-HR (College and University Professional Association for Human Resources)
- Society for Human Resource Management (SHRM)
- ASTD (American Society for Training and Development) National
- Central Oklahoma ASTD