

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Human Resources for the Human Relations Professional

Course Number:

HR 5143-301

Course Description:

This course is an intense, global introduction to Human Resource Management (HRM) for human relations professionals. HRM is strategic and comprehensive organizational function that deals with employer/employee issues. Compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, and training are components of HRM.

Many companies are moving away from traditional personnel, administration, and transactional HR roles to HR as a strategic partner in a complex world. From small business to unionized organizations, HRM is a budding, fast-paced practice. This course provides HR students with: basic knowledge to understand what strategic partnering is and why it is important to organizations; how HRM fits into the total organization; HRM competencies and bodies of knowledge; professional and ethical HRM issues; and the evolving nature of HRM.

Class Dates, Location and Hours:

Dates: July 9 – 15, 2017

Location: Hangar 2, Room 202, Hickam AFB, Hawaii.

Hours: Sunday 8:30 a.m.-4:30 p.m.; Monday - Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. - 12:30 p.m.

Last day to enroll or drop without penalty: June 10, 2017

Site Director:

Email: aphickam@ou.edu. Phone: 808-449-6364 (DSN & Commercial).

Professor Contact Information:

Course Professor: Robbie Wahnee, PhD

E-mail Address: rwahnee@ou.edu

Professor availability: The professor will be available via e-mail 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@fhcg.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. Armstrong, M., & Taylor, S. (2014). *Armstrong's handbook of human resource management practice* (14th ed.) Philadelphia, PA: Kogan. ISBN 9780749474119.

2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.
3. Other Materials: Will require pre-approval by Professor:
 - a. College and University Professional Association for Human Resources: <http://cupahr.org>
 - b. United States Department of Labor: <http://www.dol.gov>
 - c. Mediation.com: <http://mediation.com>
 - d. Society for Human Resource Management: <http://www.shrm.org>

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.
- Understand the terminology and describe the basic components of HRM.
- Describe the HR professional as a strategic partner in any organization.
- Describe the overall outputs (i.e., the products and services) and roles of HR personnel and professionals.
- Describe the processes of acquiring, developing, and rewarding human resources.
- Describe the core technical, business, interpersonal, and intellectual competencies needed by all HRM practitioners.
 - Analysis and design of work
 - Recruitment and selection
 - Training and development
 - Performance Management
 - Compensation and benefits
 - Employee relations
 - Personnel policies
 - Compliance with laws
 - Support for strategy
- Recognize and interpret areas of ethical and legal concerns within HRM.
- Identify current and future challenges and issues facing HRM.
- Assess personal interest in and current knowledge and skills related to HRM as a profession.
- Recognize and discuss how, even in the smallest organizations, HRM is a necessity in this global age.
- Understand and discuss how the differences in the roles and functions of an HR department arise because of variations in organizational size and characteristics of the workforce, industry, and management's values.

Assignments, Grading and Due Dates:

- Use of OU email only. The professor is not responsible for assignments sent via email and not using OU email.
- Complete all required readings, view and discuss any videos assigned.
- Complete all course-related assignments by assigned deadlines.
- Participate qualitatively in class discussions and other course-related activities.
- Successfully complete quizzes and exams.
- Contribute to any discussions, online or in class.
- Please bring personal laptop or partner with someone who has one.

Academic Standards for Written Assignments

APA writing style is required for all work. Work must be referenced/cited. Students are expected to read, understand, and comply with the requirements of the Fifth or Sixth Edition of the *Publication Manual of the American Psychological Association* for all assignments and manuscripts. Please cite which manual you are using. This includes the “Ethical Standards for the Reporting and Publishing of Scientific Information” included therein. To that end, all work submitted orally or in writing for this course must be the student’s own and may not have been used, whole or in part, for any other purpose without the professor’s prior **written permission** (if in doubt you must ask the professor). This is a Master's class and anything written should be treated as mini-research papers. There are many resources for APA on the internet or through the Writing Center at OU. Using APA correctly may mean the difference in an A or other grade. For example:

- 0 points can and more than likely will be given for work not cited. This is especially true of post seminar papers, which are thoroughly read for content, context, referencing and citing.
- Grammar, spelling, and punctuation (proofread and spell check). Two points deducted for each.
- Knowledge and understanding of the assigned readings and classroom discussions.
- The ability to integrate knowledge from different sources (texts, library research, class discussions, and real life situations). Reference appropriately. Plagiarism will result in 0 points.
- Analysis of materials to reach conclusions and support them in an organized, coherent manner. Point, counter point, and conclude thoughts.
- Compliance with minimum/maximum length and submission requirements.
- Late papers or assignments: 1 point per day is deducted.

Instructional Strategies/Participation:

Individual written reports, mini-lectures, power point presentations, class discussion, and role playing will be used in this course. The text is a resource of information. Be familiar with the books/texts before class. When possible, self-assessment tests will be administered in class or over the internet.

Journal:

Develop a handwritten or typed, bound (stapled together, wire bound notebook, or other binding) journal. The journal will consist of a **minimum of five (5)** observations of or involvement in a workplace issue: who was involved; where did the incident occur; what issues may have contributed to the situation/incident; if the situation/incident was resolved and how. If you were not directly involved provide recommendations for how you would have resolved the issue if you were given the opportunity. Your journal entries will continue through the end of class. Students will be allowed to use the first fifteen minutes of class to complete the journal entry from an incident that was witnessed or in which he or she was involved. This will be done every day of class. The journal will be turned in the final night of class. I realize some of you may have not be able to do pre-class observations and that is OK. Bring what you gather. APA style in not required for this assignment.

Journal Article:

Each student will find and bring a peer-reviewed journal article (from a library, retrieved online, etc) that discusses any type of Human Resources (workplace event) past or present. Each student will present the information to the class and explain its relevance to class and its influence in/on the workplace. Individual viewpoints and summary of the article will be an oral critique and is open for class discussion.

I will also need a written critique of the article chosen. Using APA style writing, briefly (no more than 3 pages) explain who the authors are, summarize the article (what happened, who was involved, etc.), discuss what the student personally learned from the article, and how that knowledge can apply to real life situations. First person should not be used in APA style writing. Please use resources provided to determine the correct method for writing. The best place to find peer-reviewed, professional journals is the OU Library at <http://libraries.ou.edu>.

Instructional Strategies/Participation:

Individual written reports, mini-lectures, power point presentations, class discussion, and role playing will

be used in this course. The recommended text is a resource of information. Be familiar with websites such as, SHRM, CUPA, EEO, and mediation.com. When possible, self-assessment tests, such as Myers-Briggs, Gallup's Strengths Assessment, Style of Influence (SOI) or free online assessments, etc. will be administered in class, in Canvas, or over the internet.

Case Studies

Case studies are always interesting to arouse discussion. Some of the case studies will have actual outcomes, while others may still be in the courts to some degree, and others are just interesting to see how individuals would respond. My goal is that students begin using their new-found HR language. What happens in the courts is most important to almost every area of HR. For example, if it is sexual harassment, companies are given marching orders to visibly show how they have taken measures to assure this will not happen in their company again. Points are earned for finding the answers (usually from cited text or website), answering the questions effectively, and providing thoughtful responses using tools acquired from the class. Normally, case studies are verbal and done in class. If a written assignment is given, APA style will be required. If written, a person's work is referenced, or a website used, it must be cited. Un-cited works will not be given credit.

Video Summary:

The class as a whole will watch videos throughout the class. Individual viewpoints and discussions will be oral.

A written critique of one video or a comparison/contrast is required. Using APA style writing, briefly (no more than 3 pages) discuss the video (what happened, who was involved, etc.), the videographer, and what was personally learned from the video(s), and how that knowledge can apply what to real life learned. First person should not be used in APA style writing. Please use the resources provided to determine the correct method for writing.

The written summary may be turned in the last day of class.

Project:

Teams of 3 or more students will be formed. Each team will be provided a topic. Possible topics include: designing a performance evaluation instrument; performing a mediation; comparing job applications; assessing a Human Resource Information System; compensation; payroll; benefits, or other process. Grading will consist of topic refined, creativity, contribution of each person on the team, outcome (i.e., this needs to be tangible. For example, if the group topic is mediation, turn in an agreement to me; if compensation designs are compared, turn in all comparison tables or spreadsheets, with everyone in the group's name & ID) and lessons learned. Other formats will be discussed in class. Be prepared to handle any of the roles assigned.

This project is the capstone...if it looks good, is presented well, and incorporates lessons learned about throughout the class, then earning the full amount of points is in the bag. I have had students design a whole company and others work specifically on a law case, decide their own opinion, and/or challenge the opinion of the courts. Others like to try unions or NBA or NFL lockouts or mediations.

Points are deducted for no to little participation by any student, the amount of contribution to the project, timeliness of the project, thoroughness, references, and effectively understanding and meeting the objectives. If any student does not/cannot contribute, the group and I must be informed as soon as possible. 0 points will be awarded. There is no make-up alternative for non-participation. Minimal participation and contributions are also assessed. A group, at any time, can let me know that someone is not participating. I expect professionalism throughout this class and especially during the group projects. There is zero tolerance for any behavior less than professional.

If any student chooses not to participate in this project, 0 points are received. There are no substitute papers or assignments.

Self-Assessments

Self-Assessments are something of which I am fond. HR professionals assess, assess, assess and

document, document, document. Clear communication is important when dealing with employee pay, benefits, and job. The Communication Self-Assessment allows individual to begin thinking about communication style and the importance of clear information. There will be several and different types of assessments throughout the course. I enjoy a professional discussion of the use of each tool, use of the tool in other ways, and any influence the assessment has on you, personally. Pro's/con's of the assessment should also be discussed. Points are earned for completing the assessment, discussion of individual thoughts about the assessment (pro's/con's), and the written summary of each assessment. If a person's work or a website is referenced, it must be cited. Un-cited works will not be given credit. This summary does not have to be APA style and is normally no more than a paragraph.

Post Seminar Assignments:

By the time this paper is written, APA writing skills should be accomplished. I will be looking for professional writing. Chapters from the text or any of the sources we have used may be referenced to write a mini-research paper about Human Resources. A research paper is not a summary, a book report, or an opinion piece of a topic using random primary and secondary sources. Even a mini-research paper requires time investigating and evaluating sources (references) with the intent of supporting a thesis, offering a unique perspective on the topic chosen using professional references, and is either analytical or argumentative.

This is your opportunity to delve into an area of interest and research some of the findings or to find researchers who support your thesis and give recommendations for current or future Human Resource professionals.

Please construct the paper in the following manner: (1) Statement of thesis; (2) A defense about the importance of the topic chosen and its significance to future Human Resource practices, strategies, or changes; (3) A discussion of a minimum of three professional references that support or argue against the thesis; (4) Summarization, which is different from drawing conclusion); and (5) Recommendations for practitioners and/or novices who think they may want a career in Human Resources.

I am looking for quality, not quantity. However, I would not expect this paper could be accomplished in less than 8 pages, excluding references. APA writing style is required. I need to be able to find direct or indirect quotes. The OU Writing Center www.ou.edu/writingcenter and the Center for Educational Development and Research (CEDAR) <http://www.ou.edu/education/centers-and-partnerships/cedar.html> are available and can provide helpful tips for writing a master's level paper. If you have any questions, please do not hesitate to visit with me.

Standards of Professional Behavior

Professional Behavior Standards preclude any behavior that may be perceived as injurious to the mental or physical well-being of another or to the academic freedom of any student. Students are expected to be familiar with and to adhere to specific standards of behavior prescribed by the University of Oklahoma.

An overriding principal of professional conduct is to treat others with respect and dignity, period. Anything less is unacceptable in the classroom or online.

Grading:

This is a letter-graded course: A, B, C, D, or F. 700 Total Possible Points. Number of Self-Assessments and Case Studies affect overall possible points.

- 100 - 90% of total assignments completed = A
- 89 - 80% of total assignments completed = B
- 79 - 70% of total assignments completed = C
- 69 - 60% of total assignments completed = D

I reserve the right to add or reduce the number of Case Studies and Self-Assessments. Points and Percentages towards grades will be changed accordingly.

Assignment	Due Date	Points
Instructional Strategies/Participation	Ongoing	100 points
Self-Assessments	Assigned throughout class - up to 5 during class	25 points each 125 Points Possible
Case Studies	Assigned throughout class - up to 5 during class	25 points each 125 Points Possible
Project	Group Project – Presented Last Day of class	Possible 100 points
Journal Article	Have ready & bring to each class. Students can volunteer or be called on randomly beginning the first night of class. The written summary may be turned in the last day of class.	75 Points
Video Discussion and Summary	Videos are normally watched in class. Summary of video may be turned in the clast day of class	75 Points
Post Seminar Assignment	15 days after the last day of class, July 30, 2017.	100 Points

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

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. 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

Dr. Robbie L. Wahnee, Ph.D.

Education

- Ph.D. - College of Education – Educational Leadership & Policy Studies, Education Administration, Curriculum and Supervision. University of Oklahoma, Norman, OK
- M.A. - University of Oklahoma, Norman, OK - Secondary Education Administration
- B.A. - Cameron University, Lawton, OK - Sociology/History, 5-year standard Oklahoma teaching certification
- Civil Mediator Certification, Mediation Institute, Oklahoma City, OK.

Current Positions

- President, Comanche Nation College, Lawton, OK
- Adjunct Professor, University of Oklahoma, Norman, OK since 1996
- Retired, Director of Talent and Organizational Development, University of Oklahoma, 2014

Major Areas of Teaching and Research Interest

- Performance Management and Assessment
- Civil & Commercial Mediation
- Positive/Progressive Discipline
- Sexual Harassment
- Employment Law
- Compliance: Higher Learning Commission

Representative Publications and Presentations

- Effective instructional leadership for diverse, high poverty populations. (2013). in Bass & Faircloth, *Building bridges from high Poverty communities, to Schools, to productive citizenship*.
- Dissertation. 2010: “The Effect of Instructional Supervision on Principal Trust”.
- Foundations in Management - 4 hours of 40-hour program designed for managers and supervisors
- Designed and presented workshop - President Boren’s Minority Business Seminar
- Staff Handbook
- University of Oklahoma, Guide to Staff Hiring
- Audit – Business Plans for the Student Affairs Division of the University of Oklahoma
- Initiated design and policy – Independent Contractors, Temporary Employees - University of Oklahoma

Major Professional Affiliations

- American Indian Higher Education Council (AIHEC)
- College and University Personnel Association (CUPA)
- Past Chair, Cleveland County Employer’s Council
- Oklahoma State Certified Teacher, Secondary Education
- Civil & Commercial Mediator in the state of Oklahoma
- American Society of Training and Development (ASTD)