HR 5143-101: Human Resources for the Human Relations Professional

Course Description:

This course provides an introduction to and an overview of the human relations approach to human resource management. Issues are considered from a variety of perspectives, including that of the employee, the manager or supervisor, and the beginning human resource specialist. This course does not cover the financial, legal, and technical aspects of the field, emphasizing the analysis of interpersonal relationships in the workplace.

Class Dates, Location and Hours:

Dates: April 16 - 22, 2018
Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.
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 18, 2018

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.

Site Director:

Email: apwashington@ou.edu. Phone: 703-418-4800.

Professor Contact Information:

Course Professor: Marilyn Y. Byrd, Ph.D., MBA
Mailing Address: 601 Elm, Room 704
                        Norman, OK. 73019
Telephone Number: 405-325-6405
E-mail Address: Marilyn.Y.Byrd-1@ou.edu
Professor availability: The professor will be available via e-mail to you 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. 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.   Mathis, R.L., Jackson, J.H., & Valentine, S.R. (2015). *Human resource management: Essential perspectives* (7th ed.). Mason, OH: Cengage. ISBN 9781305115248.

2. Additional materials and detailed instructions for assignments as noted in the description of learning activities will be posted on the OU Canvas learning management system: Access Canvas at https://canvas.ou.edu, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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:

At the end of the course, you will be able to:

1. recognize and apply theoretical, philosophical, and ethical perspectives of human resource management;
2. identify the co-relationship of human resource management and human relations
3. describe and explain human resource systems;
4. illustrate applied, practical perspectives of HRM;
5. recognize trends influencing human resource practices, and
6. link personal values with professional responsibilities of a HR[M] practitioner.

Course Outline:

Chapter readings should be completed before class.

Monday, April 16:

- Course introduction and discussion of assignments.
- Special Topics: Human Resources (HR) and Human Relations (HRL); **and** Professional Ethics in Human Resource/Human Relations
- Chapter 1: HR's Roles, Strategy, & Planning
- Interactive exercises, activities, discussions.
- Assignment of groups.

Tuesday, April 17:

- Chapter 2: Equal Employment and Discrimination
- Chapter 5: Training, Talent Management, and Career Development
- Video: Jane Elliott's Blue-eyed
- Interactive exercises, activities, discussions.

Wednesday, April 18:

- Chapter 3: Workforce, Jobs, and Retention
- Chapter 4: Staffing, Recruiting, and Selection
- Interactive exercises, activities, discussions
- Groups meet to work on Management Forum assignment.
- **Personal Reflection paper** due dropbox 11:59 pm CDT.

Thursday, April 19:

- Chapter 6: Performance Management and Appraisal
- Chapter 7: Total Rewards and Compensation
- Interactive exercises, activities, discussions
- Groups meet to work on Management Forum assignment.

Friday, April 20:

- Chapter 9: Risk Management, Worker Protection, Employee Relations
- Interactive exercises, activities, discussions
- Groups meet to finalize Management Forum assignment.

Saturday, April 21:

- Management Forums
- Research Roundtables
- Exam Review

Sunday, April 22:

- Special Topic: Writing Research Proposals
- **Final Exam**

Assignments, Grading and Due Dates:

Personal Reflection Paper - Professional Ethics and Human Relations – 125 points:

The purpose of this paper is to give you insight on the morals and values that guide your life and how these morals and values are enacted in your professional practice. Human resource management is a highly people oriented profession. Understanding your personal values will help you to establish a personal philosophy that guides your interactions with others in a managerial, supervisory, or administrative role. Your personal philosophy is also your moral compass for practicing moral agency in your profession. This statement will also be your guide for ethical conduct; specifically professional conduct that relates to the human relations/human resources management (HR[M] professional. Given that some responses are subjective and will vary, points are earned primarily by your purposeful response that fully satisfies the requested item. Each numbered statement below should represent a paragraph.

1. Define ethics, morals, and values. Explain how these concepts are inter-related. Use references from a scholarly, peer-reviewed source that supports your response. 20 pts
2. Describe the values that you believe are essential for the human relations professional. You will be required to include a scholarly definition of human relations. 20 pts
3. Describe the top (3) values that are promoted by an organization you are affiliated with (academic, civic, or community organization). How are these values communicated? Next, compare and contrast with your personal values. How might you reconcile any tensions that might exist between your personal and your organization's stated values? 15 pts
4. How do you know if and when each value set might take priority? Give an example. 10 pts
5. Describe the qualities you believe are necessary in an "ethical" leader. Provide support for your beliefs from scholarly sources and explain why a leader should show evidence of these qualities in order to be considered "ethical." 15 pts
6. Other than ethical values, what values might someone in leadership use in reaching decisions? Support your responses using scholarly sources. 10 pts
7. Visit the Society of Human Resource Management's website and review the Code of Ethics for that organization https://www.shrm.org/about-shrm/pages/bylaws--code-of-ethics.aspx.
8. Using this document as a guide, write an ethical code of conduct for the human relations profession (minimum ½ page). 25 pts
9. Quality of writing. Mechanics, vocabulary, sentence structure, APA formatting, organization, including following the instructions for completing the assignment. 10 pts

Format your reflection paper in paragraph format, using APA guidelines, double-spaced, Times New Roman 12 pt. font; title page, reference page. Your paper should be written in essay format. Begin the paper with an introductory paragraph that gives the purpose of the paper and briefly previews your discussion in a summative way. You should also end with a concluding paragraph that is separate from the discussion points that returns to the purpose and brings closure. A useful online style guide for APA can be found at https://owl.english.purdue.edu/owl/resource/560/01/ Minimum 3 full pages (excluding title page

and reference page), less than 3 full pages will result in a 10 point deduction. **Due to dropbox, Wed., April 18, 11:59 pm Central Time.**

Research Roundtable – 125 points:

In an informal class discussion, you will discuss an idea for research that examines a human resource management issue from a human relations perspective. You should consider topics from class discussion but think deeper of how these topics speak to human relations. You should also look at relevant journals for ideas that might interest you. While the research roundtable is an informal individual presentation of an idea, your discussion should include the need for this idea to be developed into research from a HR[M] perspective and the specific stakeholders who would benefit from this research being conducted. A grading rubric will be posted to the Canvas.

Management Forum - Emerging Trends in Human Resource Management – 150 points:

You will be assigned to management teams of 3 (depending on final course enrollment) and facilitate a 20-minute discussion on a topic on human resource management that explores the topic beyond the book. You will be expected to present relevant research from peer reviewed journals that gives the class varying authors' perspectives. In addition to advancing perspectives, this assignment is intended to develop your interpersonal skills in team collaboration. This assignment is not merely "presenting." You are expected to engage the class in discussion with relevant learning objectives as a takeaway. You should prepare visuals as needed to help illustrate important points. There is no written component to this assignment; however each group will submit 2 questions to be included on the final exam. You will be given time in class to work with your group to develop this assignment.

Final Exam – 200 points:

A comprehensive objective-type final exam will be given over the chapter readings, lectures, and other relevant information covered during the class sessions. 75 questions.

Class Participation – 150 points:

This is a highly interactive course. Each class session is designed for interaction and collaboration. Generally this will involve in class experiential/application activities, exercises, small group discussion, and other learning activities that support the learning objectives of this class. Points earned are attendance based only and cannot be made up.

Post Seminar Applied HRM Research Proposal – 200 points:

The purpose of the Applied HRM Research Project Proposal is for you to develop the idea you presented during the roundtable into a formal research proposal. Detailed instructions for this assignment along with a grading rubric will be located on Canvas. **The proposal must be uploaded to Canvas no later Sunday, April 29, 11:59 pm Central time.**

Grading:

This is a letter-graded course: Points earned will be based on the following letter grade equivalency (rounding will be applied as needed): 855-950=A; 760-854=B; 660-759=C; below 660=F'

Assignment	Due Date	Points
Personal Reflection Paper	**Wed., April 18, 11:59 pm (Canvas)**	125
Research Roundtable (individual assignment)	**Sat., April 21 (in-class)**	125
Management Forum (group assignment)	**Sat., April 21 (in-class)**	150
Final Exam	**Sun., April 22 (in-class)**	200

Assignment	Due Date	Points
Applied HRM Research Proposal (post seminar)	**Sun., April 29, 11:59 pm; (Canvas)**	200
Class Participation	Ongoing	150
Total	NA	950

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:

Papers received after the due date will be penalized one letter grade. Late assignments will not be accepted after the second day.

"Safe Space" Policy

In this course there may be occasions when topics are controversial. Please recognize that in a learning environment, all classroom discourse should exhibit respect for all persons, not only within the confines of the classroom but also in general. Class discussion allows for disagreement; however, comments should be sustained by supported evidence, and not to be unsupported assertions of opinion, and never (personal) attacks. Incivility or rudeness of any kind is unacceptable.

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 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. 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/

Marilyn Y. Byrd, Ph.D.

Education

- Ph.D., Human Resource Development, Texas A & M University, College Station. TX.
- MBA, Sam Houston State University, Huntsville, TX.

Current Positions

Assistant Professor, University of Oklahoma, Human Relations

Major Areas of Teaching

- Human Resources for the Human Relations Professional
- Organizational Behavior
- Leadership in Organizations
- Diversity and Justice in Organizations

Research Interests

- Organizational social justice and social change
- Spirituality as a response to social oppression
- Organizational social justice ethics (emerging research)
- Experiences of intersectionality in leadership
- Issues emerging from workforce diversity

Representative Publications and Presentations

Books

- Hughes, C., & Byrd, M. (2015). Managing human resource development programs. Palgrave MacMillan
- Byrd, M., & Scott, C. (Editors /Authors). (2014). *Diversity in the workforce: Current issues and emerging trends.* Received the American Library Association *Choice Award*
- Scott, C., & Byrd, M. (Editors/Authors). (2012). *Handbook of research on workforce diversity in a global society: Technologies and concepts.* Hershey, PA: IGI

Journal Special Issue (Editor)

Byrd, M. (Ed). (Winter, 2016). Spirituality in the workforce: Philosophical and social justice perspectives. *New Directions in Adult & Continuing Education*. San Francisco: Wiley Publishing. ISBN: 9781119356349

Peer Reviewed Journal Articles

- Byrd, M. Y. (2016). The enlightened revelation: Toward a spirit-centered, socially just workplace. In M. Byrd (Ed.). Spirituality in the workforce: Philosophical and social justice perspectives (pp. 85-94), *New Directions in Adult & Continuing Education*. San Francisco: Wiley Publishing.
- Byrd, M. Y. (2014). Diversity issues: Exploring "critical" through multiple lenses. In J. Gedro, J. Collins, & T. S. Rocco (Eds.), Critical Perspectives and the Advancement of HRD, *Advances in Developing Human Resources*, *16*(4), 281-298.
- Byrd, M. (2009). Telling our stories: If we don't tell them they won't be told. In Byrd, M., & Stanley, C. A. (Eds.), Giving Voice: The Socio-cultural Realities of African American women's leadership experiences, *Advances in Developing Human Resources*, *11*(5), 582-605.
- Byrd, M., & Stanley, C., A. (2009). Bringing the voices together. In Byrd, M., & Stanley, C. A. (Eds.), Giving Voice: the Socio-cultural Realities of African American women's leadership experiences. *Advances in Developing Human Resources, 11*(5), 657-666.
- Byrd, M. (2009). Theorizing African American Women's leadership experiences: Socio-Cultural theoretical alternatives. *Advancing Women in Leadership Journal, 27*(2).

- Byrd, M. (2008). Negotiating new meanings of "leader" and envisioning culturally informed theories for developing African American women in leadership roles: An interview with Patricia Parker, *Human Resource Development International*, *11*(1), 101-107.
- Byrd, M. (2007). The effects of racial conflict on organizational performance. *New Horizons in Adult Education and Human Resource Development, 21(*1/2), 13-28. Miami: Florida International University.
- Byrd, M. (2007). Educating and developing leaders of racially diverse organizations. *Human Resource Development Quarterly, 18*(2), 275-279.

Book Chapters

- Byrd, M. Y., & Lloyd-Jones, B. (2016). Developing a social justice-oriented workforce diversity concentration in human relations academic programs. In C. L. Scott & J. D. Sims (Eds.) *Developing workforce diversity programs, curriculum, and degrees* (pp. 179-196). Hershey, PA: IGI.
- Byrd, M. Y. (2016). Selective Incivility: A micro aggression targeting racial and ethnic groups in the workplace (pp.123-149). In M. F. Karsten (Ed). *Gender, race, and ethnicity in the workplace: Emerging issues and enduring challenges* (pp. 123-149). Santa Barbara, CA: Praeger.
- Byrd, M. (2016). Women of Color in leadership. Rendering the invisible visible. In R. Alavi (Ed.) *Ethics and leadership*. Dubuque, IA: Kendall Hunt.
- Byrd, M. (2014). A social justice paradigm for human resource development: Philosophical and theoretical foundations. In N. Chalofsky, T. Rocco, & M. L. Morris, *Handbook of Human Resource Development: The Discipline and the Profession (pp. 281-298).* Hoboken, NJ: Wiley.
- Byrd, M., & Hughes, C. (2014). A paradigm shift for diversity management: From promoting business opportunity to optimizing lived career work experiences. In Hughes, C. (Ed.), Impact of Diversity on Organization and Career Development. Hershey, PA: IGI Global.
- Byrd, M. (2012). Critical race theory: A framework for examining social identity diversity of Black women in positions of leadership. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts.* (pp. 426-439), Hershey, PA: IGI
- Byrd, M., & Chlup, D. (2012). Theorizing African American women's learning and development in predominantly white organizations: Expanding the conversation on adult learning theories. In C. Scott & M. Byrd (eds.), *Handbook of research on workforce diversity in a global society: technologies and concepts.* (pp 38-55), Hershey, PA: IGI

Book Chapter, Invited

Byrd, M. (2012). Theorizing leadership of demographically diverse leaders. In M. Paludi (ed.), Managing Diversity in Today's Workplace: Strategies for Employees and Employers (Women and Careers in Management. Santa Barbara, CA.: Praeger (ABC-CLIO).

Media Review, Invited

- Byrd, M. (2017). The History of Human Resource Development by Gosney & Hughes, *New Horizons in Adult Education and Human Resource Development*
- Byrd, M. (2013). The end of diversity as we know it by Martin Davidson. *Human Resource Development Quarterly, 24*(2), 269-275.

Representative Honors and Awards Received

- Recognized for Leadership, Academy of Human Resource Development
- Member Spotlight, May, 2012, Academy of Human Resource Development

Major Professional Affiliations

- Academy of Human Resource Development (AHRD), Board of Directors (appointment 2017-2020)
- Society of Human Resource Management (SHRM)