The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Human Resources for the Human Relations Professional

Course Number:
HR 5143-223

Course Description:
This course is an introduction to the fundamentals of Human Resource Management (HRM) for Human Relations Professionals (HRP). HRM is a strategic and comprehensive organizational function that deals with employer/employee issues. Compensation, hiring, performance management, organization development, safety, wellness, benefits, employee motivation, communication, administration, leadership, and employee development are components of HRM. In recent years, 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. Although students must have a firm grasp on the human relations aspects of work life, the study of human relations is quite different from HRM. This course provides HRP students with: basic knowledge to understand HRM, how HRM fits into the total organization, HRM competencies, professional and ethical HRM issues, and the evolving nature of HRM. The evolution and synthesis of human relations within the framework of HRM is discussed throughout the semester.

Course Dates:

Dates: April 28-May 3, 2015
Location: Naples, Italy. See Site Director for classroom site.
Hours: Tue-Fri 6:00-9:30 pm; Sat-Sun 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: March 30, 2015

Site Director:
Amelia Gracia. Phone: 39-081-568-6672; DSN 626-6672; Fax: 39-081-568-6671; DSN 626-6671; E-mail: apnaples@ou.edu

Professor Contact Information:
Course Professor: Robbie Wahnee, Ph.D.
Mailing Address: 1406 Asp Avenue, Walker Tower, 243W
Norman, OK 73019
Telephone Number: (405) 325-2680
E-mail Address: rwahnee@ou.edu
Virtual Office Hours: Please contact the professor for this information.
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 www.oklahoma.bkstr.com 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@fhg.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 4 p.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.


2. Materials posted on the OU Desire to Learn (D2L) system: Readings posted to D2L are required and it is expected that students will complete the above readings in entirety before the beginning of the seminar. Access D2L at [http://learn.ou.edu](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.

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:

- **Recognize** the differences and similarities of Human Relations and HRM and understand how HRM knowledge can provide you a career in human resources and management.
- **Understand** the terminology and describe the fundamentals that provide the framework for 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/capital.
- **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
  - Employment law
  - Employee relations
  - Mediation and Negotiation
  - 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.
Assumed student-related obligations: (1) Attend all course seminar sessions, unless specific and individual approval of absence is granted by the instructor; (2) Complete all required readings; (3) Complete all course-related assignments; (4) Participate qualitatively in class discussions and other course-related activities (simulations, exercises, etc.); and (5) Complete and participate in the final group collection of materials, design, and presentation. It is expected that you attend and contribute...except for excused emergencies.

Assignments, Grading, and Due Dates:

Read and discuss each Chapter:

1<sup>st</sup> meeting of class: Chapters 1 - 4
2<sup>nd</sup> meeting of class Chapters 5 - 8
3<sup>rd</sup> meeting of class Chapters 9 - 12
4<sup>th</sup> meeting of class Chapters 13 - 16
By 5<sup>th</sup> meeting of class All chapters should be completed and group projects will begin this day and presented on the 6<sup>th</sup> meeting date.

Journal Article:

Each student will bring a journal article (from a library, retrieved online, etc.) that aligns with the chapters in your text. Please, bring your article the first night of class. Depending on the number of students in class, 1 student per hour or half-hour will present his/her article. Choose a topic of interest to you.

The article must be from a professional journal such as The Center for Construction Research and Training (http://www.cpwr.com/publications/peer-reviewed-journal-articles) or the OU Library or a few magazines such as Forbes, Huffington Post, or USA Today are acceptable.

You will present the information to the class and explain the article’s relevance to the class. Be prepared to answer how you might have handled the case or issue differently, to what type of company is it applicable, and what is the significant HR function that was done well or could have been handled differently. This is an oral presentation and is open for class discussion. Reference your text if it supports or contradicts the article. There is no required length for the article; however, it must be relevant to class. I’m less interested in “right” answers and prefer to invoke discussion about the issue.

Please summarize the article in your own words using APA style including citation and bibliography. This is a brief synopsis (perhaps a page or two long). 2 points are deducted for misspelled words and grammatically incorrect sentences. You are master’s students and I do expect relevant, cited discussions. I am interested in what you think or how you feel about an issue that grabs your attention plus citing references that support your claim. If you reference a person’s work, you must cite. If you cut/paste from a website, you must abide by copyright rules. 5 points deducted for not using APA style.

Video Discussions:

There are numerous HRM videos on the internet. Groups will be formed during the 1<sup>st</sup> – 4<sup>th</sup> classes. You will find a video that addresses an HR issue, process, case, design, etc. Your group will show the video and critique the content. Please keep these appropriate for class. HRM deals with harassment, discrimination, violence in the workplace. As long as the video is factual if it deals with sensitive information, your academic freedom to show and discuss is acceptable.

The video discussions offer insight into other work lives and company origins, policies, and successes.
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 you are dealing with employee pay, benefits, discipline, and overall job. The first assessment is about communication. You will assess your communication style and the importance of providing clear information and feedback, especially in this world of litigation.

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/your work life. You can also discuss pros/cons of the assessment chosen. You may also have one you are fond of...tell us about it.

Hopefully, you will use some of what you get from the assessment to help you in everyday interactions. I intend to have you use D2L to view and post your discussion. If you reference a person’s work, or a website, you must cite. Un-cited works will not be given credit.

APA Style is required.

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 you would handle a specific situation using the tools you learn in class. My goal is that you begin using your new found HR language. What happens in the courts is most important to almost every area of HR.

For example, if we discuss a sexual harassment case, companies are given marching orders to visibly show how they have taken measures to assure this will not happen or happen again in their company. Usually groups of 2 or more people will be assigned a case and will present your findings, recommendations, and/or outcomes to class.

Group Projects:

Teams of 3 or more (depending on the size of the class) students will be formed. Each team will be provided a broad HRM area to consider. As a team, you will narrow down the area, to a defined topic that would lend itself to a process discussed in class and aligned with your topic. This could be: 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 be based on writing, design of the project, creativity, contribution of each person on the team, outcome(s), and recommendations. For example on a small scale, if you mediate, turn in your research and an agreement to me; if you are comparing compensation designs, turn in your comparison table or spreadsheet, with everyone’s name & ID) and lessons learned. Other formats will be discussed in class. Be prepared to handle any of the roles you take on.

I am also looking for teamwork. HRM and HR departments are a combination of employment, compensation, benefits, learning and development, payroll, worker's compensation, unemployment, employee relations, and in many states outside of Oklahoma, unions, etc.

This is your opportunity to be creative, collaborate, yet show what you know about HRM. Some of you have employment laws that you must cite, while other groups may need to create a whole business concept.

Each member of a team must contribute his/her fair share of typing, research, building spreadsheets, formulating theory, explaining how your group worked together to mold this broad topic into a deliverable project.

Do not reinvent any wheels; just cite the tools you use. What I am looking for is that you have a good command of the broad HRM concepts used in various types of businesses or organizations - depending on
your assignment. I also hope to see that you have used some of the professional websites such as SHRM, CUPA, HRCI, APA, ASTD, etc. Some of you will use Janux and/or Qualtrics on the OU website. Remember to cite!

Each member of the team can receive 50 points. If you have a strong team and every member gives 100%, life is good…50 points each. Discussions will be set up in D2L. That allows you to keep track of contributions by team members. Groups receive immediate feedback from the class at the end of the presentation.

The other two tasks of the group are to design a performance evaluation tool (or 2 depending on how the group/team evaluation is designed). The tool will be used to assess your project and your team. Some teams prefer to design two (2) instruments. One for the team evaluation and one to evaluate each team member. The design is up to you.

You must have measureable objectives. For example: If you build a 1-5 Likert scale to measure your group/project, and unanimously agree to assign your team/project 4 out of 5 – I can award each team member 10 points. My awarding of points (see Grading below) is based on the design of the instrument and your assessment, not how high you score yourselves/project. I can also challenge your group’s score. This project is your work of art…it should look good, be presented well, incorporate what you have learned about yourself and others primarily based on the assessments taken since the beginning of class.

The second component of evaluation is for each team member to evaluate the other. Some teams are able to incorporate both evaluations into their project. Others decide to make separate evaluations. Either way is fine as long as I can see the distinction. This evaluation is the hardest part of this class. No one likes to evaluate another person face-to-face. My awarding of points (see Grading below) is based on the design of the instrument and your honest assessment, not how high you score another person. I can also challenge your scoring.

As far as the projects go, you have the freedom to design what works best for you. I have had students design a whole company and others work specifically on case law or a current court case and decide their own opinion. Others like to try unions or NBA or NFL current events.

Points are based on participation by every student (team member), amount of individual contribution to the project, timeliness of the project, thoroughness, references, and effectively understanding and meeting the objectives. If you cannot or do not contribute, tell your group and me you are not participating. If, individually, you participate a minimal amount of time and contribute minimal work, be honest. Your group, at any time, can let me know that one of the team members is not participating.

**Grading:**

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

- **A = 387 - 430**
- **B = 344 - 386**
- **C = 301 - 343**
- **D = 258 - 300**
- **F = 257 and below**

Participation is imperative.

APA writing style is required for all work. Depending on possible points for any assignment, 25% will be deducted for not using APA style. Work must be referenced/cited. 0 points can and more than likely will be given for work(s) not cited and incorrect bibliography. Plagiarism is unacceptable.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation: Discussions</td>
<td>Throughout Class</td>
<td>100 points</td>
</tr>
<tr>
<td>Self-Assessments</td>
<td>Throughout Class</td>
<td>100 points</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Throughout Class</td>
<td>100 points</td>
</tr>
<tr>
<td>Video Presentations</td>
<td>Throughout Class</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Journal Article:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article, Summary, Discussion</td>
<td>Throughout Class</td>
<td>30 points</td>
</tr>
<tr>
<td><strong>Group Project</strong></td>
<td>Final Day of Class</td>
<td>100 possible for each team member. Must contribute proportionate share to the team, as reflected in group discussion, design of project and the evaluation, and overall product. Team members who do not contribute receive 0 points. Weak team members receive points accordingly.</td>
</tr>
<tr>
<td><strong>Team Evaluation</strong></td>
<td>Final Day of Class</td>
<td>50 possible for each team member. Team/Project evaluation. Team agrees on score (built into the instrument designed). If your scale is based on 1-5 Likert scale, and as a group you assign your team/project 4 out of 5 – each team member receives 50 points. Points are based on the design of the instrument and your assessment, not how high you score yourselves/project.</td>
</tr>
<tr>
<td><strong>Individual Evaluation</strong></td>
<td>Final Day of Class</td>
<td>50 possible for each team member. Individual contributions are evaluated. Team members who do not contribute receive 0 points. Weak team members receive points accordingly.</td>
</tr>
<tr>
<td><strong>Final Paper</strong></td>
<td>Two Weeks from Last Class Session</td>
<td>100 Points</td>
</tr>
</tbody>
</table>

**APA writing style is required for all written work.** 2 points are deducted for every misspelled word, grammatically incorrect sentences, and 5 points for sentence structure. You are master’s students and I do expect relevant, cited discussions. If you reference a person’s work, you must cite. If you cut/paste from a website, you must abide by copyright rules. This paper should be about 5 pages in length, not including references. You certainly may need more pages to fully defend your topic. Quality is important, not quantity. This paper is due 14 days after the last day of class. There are numerous APA Style guides on the Internet. If you use one, it must also be cited. Improper citations or **un-cited works will not be given credit** and could be subject to plagiarism. Please use refereed journals, published dissertations, professional textbooks, and/or professional publications such as: Forbes, USA Today, or Huffington Post. If you are in doubt, email me! I am quite familiar with employment law and the references you might use for this paper.

**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 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.

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
Robbie L. Wahnee, Ph.D.

Education
- Ph.D. College of Education – Education Administration, University of Oklahoma, Norman, OK
- M.A. - University of Oklahoma, Norman, OK - Secondary Education Administration
- B.A. Cameron University, Lawton, OK - Sociology/History, Current Oklahoma 5 year standard teaching certification

Current Positions
- Director, Talent & Organizational Development, University of Oklahoma, Housing & Food Services
- Advanced Programs Professor since 1996
- Assistant Director & Interim Director of Human Resources, University of Oklahoma
- Project Team Member – PeopleSoft implementation, University of Oklahoma
- Human Resources Consultant
- Assistant Adjunct Professor, College of Business and Human Relations, University of Oklahoma

Major Areas of Teaching, Consultation, and Research
- Performance Management and Assessment
- Civil & Commercial Mediation
- Positive/Progressive Discipline
- Sexual Harassment
- Employment Law
- Learning Styles
- Compensation Planning and Design
- Strategic Planning
- Human Resource Management
- Human Resource Management at the Michael Price College of Business & International Relations

Representative Publications and Presentations
- Effective instructional leadership for diverse, high poverty populations. (2013), in Bass & Fairecloth, 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
- Oklahoma City Employer’s Council
- North Central Accreditation Committee for Student Affairs for the University of Oklahoma
- College and University Personnel Association (CUPA)
- Administrative Staff Association (OU), President, Vice President
- Past Chair, Cleveland County Employer’s Council
- Oklahoma State Certified Teacher, Secondary Education
- Civil & Commercial Mediator in the state of Oklahoma
- Society for Human Resource Management (SHRM)
- American Society for Training and Development (ASTD)