Course Title:
Human Resources for the Human Relations Professional

Course Number:
HR 5143-490

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:
January 2-April 30, 2015
Last day to enroll or drop without penalty: December 4, 2015

Site Director:
This is a three-credit hour online course. Please see your local Site Director or e-mail our online site coordinator at aponline@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 during the above listed Virtual Office Hours and other methods by arrangement.

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@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 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 course. Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

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.

**OU E-Mail:**
All official correspondence from distance learning instructors will be sent only to students’ ou.edu address. If you do not know your OU email address, please contact IT by phone: 405-325-HELP or by email: needhelp@ou.edu.

**Online Learning Resource Center:**
The Online Learning Resource Center of the University of Oklahoma’s College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to http://casweb.ou.edu/olr/ or contact us by telephone at: (405) 325-5854 or Email: casonline@ou.edu

**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.
- **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.

Online attendance and participation, individual assignments, group exercises, quizzes, case studies and other lessons are valuable aspects of any course because much of the learning comes from a blend of
learning modes and open discussion. It is expected that you attend and contribute...except for excused emergencies.

**Assignments, Grading, and Due Dates:**

**Read and discuss each Chapter:**

The text has 16 chapters. Generally, unless otherwise indicated, we complete one (1) chapter per week. Questions will be provided as discussions. You must post an answer to join the discussion and all answers will be approved by me prior to release or until further notice. Questions must be thoughtfully answered, grammatically correct, and correct spelling. 2 Points are deducted for misspelled words and grammatically incorrect sentences. You are master’s students and I do expect relevant, cited discussions. Some of my questions ask you to think beyond what your authors discuss. Do not feel you will give a wrong answer. I am more 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.

One (1) point a day is deducted for late posts – no exceptions. If the discussion is worth 10 points and you attempt to post on the 11th day, you will receive 0 points.

You must discuss at least one other student’s post – visit with your fellow classmates. Challenge their answers. Posts must also be relevant to the Chapter topic. Your opinions are important; however, it is advisable to cite a recognized authority on the topic – especially your authors. Un-cited works will not be given credit.

APA Style is required.

**Video Discussion:**

Each chapter will have a video discussion. View the video then post to the discussion your response to the following: “Discuss one brief example of how you might use the information for further research, in your job, or personally.” I’m looking for thoughtful, reflective discussions. If you dislike what the video discusses, you are welcome to state your supported facts. The video discussions offer insight into other work lives and company origins, policies, and successes. Late discussions lose a point per day – no exception. If you miss the deadline to post, no exceptions, you lose 1 point per day. You must discuss at least one other student’s post.

APA is not required; however, you must cite appropriately. You certainly are welcome to post to another student’s discussion; however, for videos, you are not required.

**Unit Reflections:**

There will be unit reflections at the end of Chapters 1, 2, 3, and 5. I call these reflections intentionally. Not only do you reflect mindfully on the materials you have read, you will sometimes reflect on an incident or issue that is personal to you. This reflection may help resolve an issue or may be seeking suggestions about something the authors stated that gives you pause.

Questions must be thoughtfully answered, grammatically correct, and correct spelling. 2 Points are deducted for misspelled words or grammatically incorrect sentences. 1 point per day is deducted for late posts – no exceptions. You are master’s students and I expect thorough discussions. Some of my questions ask you to think beyond what your authors discuss. Do not feel you will give a wrong answer. I am more interested in what you think or how you feel about an issue that grabs your attention. If you reference a person’s work, or a website, you must cite. Un-cited works will not be given credit.

APA is required. There is no required length of a discussion; however, this is a review of unit that contains 3 or more chapters from your text. You will download your response to a Dropbox and since you cannot see another person’s post, you will not respond.

**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, and job. A Communication Self-Assessment is the 1st assessment and will build a framework 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 individually; use of the tool in other ways, and any influence the assessment has on you. You can also discuss pros/cons of the assessment chosen. You may also have one you are fond of….tell us about it. Retain your scores and assessment outcomes. We will use them later in the class. Hopefully, you will use some of what you get from the assessment to help you in everyday interactions.

If you reference a person’s work, or a website, you must cite. Un-cited works will not be given credit. 1 point per day is deducted for late posts, no exceptions.

APA is not required; however, you must cite appropriately. You certainly are welcome to post to another student’s discussion; however, for videos, you are not 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 respond. My goal is that you begin using your new-found HR language. Most case studies will require a spreadsheet, mind map, or other useful layout. 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. Occasionally there will be 2 studies and you only need answer 1. If you answer both, 1 may be bonus points. Points are earned for finding the answers (usually from cited text or website), answering the questions effectively, and timeliness…1 point per day is deducted for late work. If you feel you want to subsidize your response with a quote, please do. If you reference a person’s work, or a website, you must cite. Un-cited works will not be given credit. You do not have to respond to another student’s post, but are certainly welcome to do so. 1 point per day is deducted for late posts, no exceptions.

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, collaborative, 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 measurable objectives. Even qualitative evaluations have some measures tied to them. 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.

APA style is required. As much as possible, work needs to be done in D2L. I know that some spreadsheets, diagrams, etc. may be easier to manipulate and then download into D2L.

**Grading:**

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

- A = 882 - 980
- B = 784 - 881
- C = 686 - 783
- D = 588 - 685
- F = 587 and below

Participation is imperative. Discussions must be thought out and timely. Points (1 per day, no exception) are deducted for late work. Once the work is late more than the total points it is worth, it will not receive any points. Discussions must also be grammatically correct using correct spelling and appropriate HR acronyms. 2 points per error will be assessed.

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 not cited. Plagiarism is unacceptable. You must log in and contribute (discuss another student’s comments/discussion) at least 2 times per week. At least 1 point is deducted for not signing in and making 2 appearances.

**Bonus Points:** If there is a need for Bonus points, they will be added after final grade points are assessed. This usually happens when I feel there has not been enough discussion on a topic or I need further assessment of your writing skills or knowledge about the semester.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>Timelines as indicated in D2L</td>
<td>25 each - 16 Chapters Possible 400 points</td>
</tr>
<tr>
<td>Unit Quizzes-Reflections</td>
<td>Timelines as indicated in D2L</td>
<td>30 each Possible 120 points - 4 Unit Reflections</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Timelines as indicated in D2L</td>
<td>25 each Possible 150 points for 6 case studies</td>
</tr>
<tr>
<td>Group Project</td>
<td>Timelines as indicated in D2L</td>
<td>50 possible for each team member. Must contribute your proportionate share to the team, as reflected in group discussion, design of evaluation, and overall product. Team members who do not contribute receive 0 points. Weak team members receive points accordingly.</td>
</tr>
<tr>
<td>Team Evaluation</td>
<td>Timelines as indicated in D2L</td>
<td>25 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 25 points. This is the same if you are 2 out of 5. Points are based on the design of the instrument and your assessment, not how high you score yourselves/project.</td>
</tr>
<tr>
<td>Individual Evaluation</td>
<td>Timelines as indicated in D2L</td>
<td>25 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>Self-Assessments</td>
<td>Timelines as indicated in D2L</td>
<td>10 each Possible 50 points – 5 Assessments</td>
</tr>
<tr>
<td>Video Discussion</td>
<td>Timelines as indicated in D2L</td>
<td>10 each Possible 160 points - 16 Chapters</td>
</tr>
<tr>
<td><strong>Total possible points</strong></td>
<td>N/A</td>
<td><strong>980</strong></td>
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**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. At least 1 point per day is deducted for being late and not contributing to the discussion, no exception.

**Attendance Policy:**
In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail 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 Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, 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 Incomplete 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/](http://webapps.ou.edu/it/) or contacting them by telephone at: (405) 325-HELP (4357).

**Procedures for Completion of Course Evaluation:**

Upon completion of the course students should go to the Advanced Programs Online Learning Information webpage and click on the applicable semester link under “Online Course Evaluation” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.
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.

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/
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 & Fairolcloth, 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)