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 will provide an introduction to the general area of human resource management and development in the United States. A major goal of this course is to prepare professional administrators and human relations professionals, who by virtue of their education, outlook, and commitment, will be better qualified for human resource management and general managerial positions in either the public, private, or non-profit sector. Therefore, the following factors will be addressed in either the lectures, discussions, required readings, presentations and the take-home group-based final examination: 1) appropriate knowledge areas of human resource management and development (human resource policy development--socioeconomic and political legal influences; human resource management--human capital planning and forecasting; position classification; pay administration; human resource recruitment and selection; organizational development and productivity--training, reward systems, morale, motivation, productivity measurement, performance appraisal; employee rights and obligations--legal rights and liabilities, moral and ethical components of human resource management behavior; labor management relations--unions, dispute settlement techniques, collective bargaining processes; and grievances and appeals); 2) assistance in human resource management skill building--problem solving skills and interpersonal skills (use of simulation/role playing exercises, case studies, demonstrations, diagnostic and problem-solving exercises, assessment center simulations, and visual aids); 3) examination of human resource management attitudes and trends; and 4) facilitation of professional competency development.

In addition, readings and presentations in the area of diversity in the workplace, the aging work force, gay and lesbian issues in the workplace, and the salient issues of racial, disability, gender, appearance prejudice and discrimination, downsizing, and utilization of the part-time and contingent labor force will be topics of focused group discussions. Further, the major issues of family-work interface, pay fairness, employee rights and discipline, AIDS, drug testing, violence, and the general area of flexibility (benefits, pay, work location, scheduling, etc.) will be addressed.

Class Dates, Location and Hours:

<table>
<thead>
<tr>
<th>Dates</th>
<th>January 29-February 3, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>Naples, Italy. See Site Director for classroom site.</td>
</tr>
<tr>
<td>Hours</td>
<td>Tue-Fri 6:00-9:30 p.m.; Sat-Sun 8:30 a.m.-4:30 p.m.</td>
</tr>
<tr>
<td>Last day to enroll or drop without penalty:</td>
<td>December 31, 2012</td>
</tr>
</tbody>
</table>

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

Professor Contact Information:

<table>
<thead>
<tr>
<th>Course Professor</th>
<th>C. Kenneth Meyer, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address</td>
<td>4917 Twana Drive</td>
</tr>
<tr>
<td></td>
<td>Des Moines, IA 50310</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>(515) 271-4128</td>
</tr>
<tr>
<td>E-mail Address</td>
<td><a href="mailto:kenneth.meyer@drake.edu">kenneth.meyer@drake.edu</a></td>
</tr>
</tbody>
</table>
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.

STUDENTS MUST CHECK IN WITH INSTRUCTOR UPON ENROLLMENT

Textbook(s) and Instructional Materials:
Student materials are available at the Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.). (Text prices are available online.)


Note: The Follett/AP Bookstore 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 the Follett/AP Bookstore.

Course Objectives:
1. To analyze selected problems of human resource management by utilizing the case study methodology, simulations, and other experiential learning techniques.
2. To present a set of cases and situations which are likely to reflect some of the concerns which managers may become involved in during the course of their work experience.
3. To examine some of the pressures, conflicts, and uncertainties which confront the manager and which impact upon organizational behavior, such as the cultural, structural, political, ethical, economic, educational, and technological factors.
4. To develop a realization that organizational or bureaucratic behavior is a very complex phenomenon and that there are seldom any clearly "right" or "wrong" answers available to the administrator.
5. To prepare professional managers, who by virtue of their education, outlook, and commitment will be better qualified for human resource and general management positions in the three economic sectors.
6. To discuss the appropriate knowledge areas of human resource management, ranging from the socioeconomic and political-legal influences to issues centered on recruitment, motivation, productivity measurement, performance appraisal, employee rights, morale, training and career development, reward systems, and the moral and ethical aspects of human resource management.
7. To assist in human resource management and interpersonal skill building through the use of problem-solving exercises, simulations, and role playing situations.
8. To deal with workplace/force issues that are of concern to contemporary managers regardless of sector of employment.
9. To present a set of readings which are likely to reflect some of the real-life situations that administrators and managers may become involved in during the course of their work experience.
10. To deal with practical and implementable solutions which human resource managers can apply in their organizations with a reasonable probability of working well enough to improve the organizational environment.

11. To deal with topics not traditionally covered in traditional human resource management texts and focus on current problems and practical solutions.

12. To facilitate the development of a high performance organization that produces world-class quality products and services and utilizes highly trained people operating in self-managed teams.

13. To help develop the realization that staggering losses result in productivity, quality, and profits when poor health and mental illness among employees are not aggressively prevented.

14. To realize that in the drive for high performance and quality, American organizations are under increasing pressure to become more culturally, socially, ethnically, racially, and gender diverse.

15. To develop an appreciation that human resource management takes place within the complexity of the legal, regulatory, managerial, and organizational contexts of employee productivity and product quality, and that every organization’s environment experiences continuous dynamism, cycles of change and adaptation.

Assignments, Grading and Due Dates (please read carefully):

Several student-related obligations are assumed: (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 the final examination requirements.

The lectures will provide a great deal of additional material and, therefore, you should be prepared to take notes and integrate this material with your required readings.

Listed below you will find the chapters that are included in the custom packet and the case study book by Meyer et.al. You will be assigned with one of your colleagues to analyze and evaluate one chapter and present the major concepts and ideas to the class. After you have carefully re-read the chapter that you have been assigned (which will be assigned by the site manager at Naples Air Base prior to the first class period), be prepared to discuss the key or salient issues with the class on a designated evening. It will be your responsibility to present a synthesis of the key points in the chapter and then prepare a summary (2 or 3 pages, typed, etc.) to be distributed to all class members. This approach will provide a useful method for class participants to integrate the substantive areas of human resources management and development with their own experiences in this important professional and academic area.

Next, you will lead a discussion with the class over the significance of the material presented in relation to contemporary human resources management and administration. The type of presentation you make may vary from a standard presentation with transparencies, PowerPoint presentation, and other materials to be distributed in class, to audio-video, simulation exercises, etc., which you feel will enable you to best present the material. Time will be made available during the first day of class to begin your presentation.

Therefore, it is necessary that you have read all of the readings in the custom packet prior to the first day of class. If you have not read all the material and noted which points are important and the like, you will not be fully prepared to participate and make the needed contribution to the class.
Selected Readings in Human Resource Management

<table>
<thead>
<tr>
<th>Personnel Management: An introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Versus Nonprofit Management: Some Essentials</td>
</tr>
<tr>
<td>Equal Employment Opportunity</td>
</tr>
<tr>
<td>Women in the Workforce</td>
</tr>
<tr>
<td>Workforce: Changing Demographics</td>
</tr>
<tr>
<td>Recruitment</td>
</tr>
<tr>
<td>Collective Bargaining</td>
</tr>
<tr>
<td>Management In a Union Shop</td>
</tr>
<tr>
<td>Employee Discipline and Conflict Resolution Systems</td>
</tr>
</tbody>
</table>

Managing People as Assets, by Meyer, Noe, Geerts, and Frank: First, please read the Introduction and the case studies that are in bold print with asterisk only. Each class member will be assigned two cases to facilitate during the week long course. A PowerPoint presentation of the case study you have been assigned should be prepared and the Questions and Instructions portion at the end of the case should be completed by the presenter. When the case is presented, a PowerPoint Handout (3 slides per page) should be distributed to our colleagues in class.

<table>
<thead>
<tr>
<th>Case Study Number</th>
<th>Managing People as Assets</th>
<th>Assigned to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>The World of Work in the 21st Century: Security to Ubiquitous Risk*</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Keep Your Stick on the Ice or Your Views to Yourself*</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Patronage or Cronyism at DHS*</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jimmy's 53 Questions: Team Interviewing*</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What Questions are Lawful or Unlawful?*</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Making Meetings Work*</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Time and Time Again*</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The Dress Dress Code*</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Supervising God*</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Ergonomics in the Workplace*</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Severe Acute Respiratory Syndrome (SARS)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Pictures are Worth a Million Words*</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Interns: An Underutilized Asset*</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Lingering 9/11 Concerns*</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>A Hiring Dilemma: Recruitment from In-House Versus from Outside*</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Other Duties as Assigned*</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>City Bargaining*</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Doing the Zoo*</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Printing, Politics and Personal Preference</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Employee Health Benefits*</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Was Her Privacy Violated?</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>New Direction for the Department of Personnel</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Betting on Family Life</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>AIDS in the Public Workforce</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The Sweet Smell of a Good Appearance Policy</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Leave it to Bereavement</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Madison County's Zero Tolerance of Harassment and Discrimination Directive*</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>A Proud Tradition of Affirmative Action</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Competition from Behind Bars*</td>
<td></td>
</tr>
<tr>
<td>Case Study Number</td>
<td>Managing People as Assets</td>
<td>Assigned to:</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>29</td>
<td>Life at Quality Care House (QCH)*</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>The Expectant Mother</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Managerial Succession</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Crossing the Ethical Divide</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td><strong>The Downward Spiral of Founder's Hospital</strong></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Daughter Dearest: Nonprofit Nepotism</td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Entrepreneurialism or Exploitation</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>An Instance of Racial Bias</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>What Should it Be? CEO or Executive Director</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td><strong>The &quot;Pink Slip&quot; Support System</strong></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Language Has Meaning</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>A $5,000 Anonymous Phone Call?*</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>A Campaigner for Equal Rights*</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Sick Leave or AWOL</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>What Color is Your Coded Message?**</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Problems with Volunteer Workers</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td><strong>Pressing a Harassment Suit</strong></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Many Faces of Discrimination*</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Many Sides of Downsizing*</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>To Quit or Not to Quit</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Freda is Sick Again*</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td><strong>Regional or Racial Bias in Diversity Training</strong></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>American vs. Immigrant Labor</td>
<td></td>
</tr>
<tr>
<td>52</td>
<td><strong>The Good/Bad Administrator</strong></td>
<td></td>
</tr>
<tr>
<td>53</td>
<td><strong>The Far Side of Fifty</strong></td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>A Problem of Motivation</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Special Privileges for Officials?</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td><strong>Balancing Work and Life Activity</strong></td>
<td></td>
</tr>
<tr>
<td>57</td>
<td><strong>Management Helpful or a Hindrance?</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Appendix A**
Case Histories Keyed to Topics

**Appendix B**
Index of Names, Positions, and Organization Types

**Appendix C**
Summary Guide to Application Pre-Employment Questions

**Appendix D**
Avoiding Discrimination During the Hiring Process

**Appendix E**
Selected Online Resources for Human Resource Management Topics & Issues

**Grading:**
This is a letter-graded course: A, B, C, D or F. Ninety (90) percent = grade of A; 80-89 percent = grade of B; 70-79 percent = grade of C. A combination of factors will be used in arriving at a final evaluation for students, such as:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of class participation</td>
<td>During class sessions</td>
<td>20</td>
</tr>
<tr>
<td>Written summary of assigned book chapter(s)</td>
<td>Third class session</td>
<td>30</td>
</tr>
<tr>
<td>Case study presentation(s) on assigned case studies</td>
<td>Draft due first class session; Final due third class session</td>
<td>20</td>
</tr>
<tr>
<td>Final, take-home examination</td>
<td>Two weeks from last class session</td>
<td>30</td>
</tr>
</tbody>
</table>

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. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to
observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes
and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic
misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism,
falsification of records, unauthorized possession of examinations, intimidation, and any and all other
actions that may improperly affect the evaluation of a student’s academic performance or achievement;
assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the
University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found
at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as
accessible as possible. For accommodations on the basis of disability, please contact your 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.

Copyright

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

C. Kenneth Meyer, Ph.D.

Education

- 1979  Ph.D. in Political Science, The University of Oklahoma
- 1970  M.P.A., Master of Public Administration, The University of Oklahoma
- 1969  M.A. in Political Science, The University of Oklahoma
- 1965  B.A. in Social Science, St. Thomas University, St. Paul, MN

Current Positions

Thomas F. Sheehan Distinguished Professor of Public Administration, Department of Public Administration, Drake University, Des Moines, Iowa

Frequently Taught Advanced Programs Courses

- HR 5023 Research in Human Relations
- PSC 5243 Managing Public Programs
- PSC 5143 Program Evaluation
- PSC 5253 Human Resource (Personnel) Administration
- PSC 5173 Bureaucracy and the Policy Process
- PSC 5913 Introduction to Analysis
- HR 5023 Research in Human Relations
- HR 5110 Human Resource Development

Major Areas of Teaching and Research Interest

- Leadership and management issues in complex organizations
- Applied decision-making in public, private and non-for profit organizations
- Research methods and quantitative and qualitative analysis
- Violence and authority
- Workplace transformation
- Urban planning and administration
- Human resource management and development
- Workplace issues in contemporary society

Representative Publications and Presentations

Books:
- Co-author - Managing America’s Organizations. Millennium HRM Press, January, 2005
Selected Articles:
• “The MPA Degree: The Professional Degree for the 90’s, “Adult Learner, Fall, 1994, pp. 1-3.
• “A Theoretical Perspective on Violence Against Governmental Authority,” Public Administration and Management, Fall, 2000.

Recent Case Studies:

Presentations:
• 2006 – Key Note Address “Management in a Foreign Land,” presented at the Thirteenth Annual Meeting of the American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February 23, 2006
• 2008 - Key Note Address, “Sustainable Environmental Issues,” 2nd Annual Innovation and Leadership Conference, Center for Professional Studies, Drake University, November 15, 2008.
• 2010 – Commencement Address, “If You Mean It, Say It Again,” Rock Island Conservatory, August, 2010.
• 2011 -- Keynote Address “Food Policy: Why We Need to Know More About the Food We Eat,” Innovation and Leadership Conference, Drake University, January, 2011
• 2011 -- Presenter, Reaction Against the Almost Universal Adoption of NHST for Certifying Knowledge Claims, 18th Annual Conference of American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February, 2011.
• 2011 -- Presenter, Organizational Change and Program Innovation, Certified Public Management Program, State of Iowa, Des Moines, Iowa, June, 2011.
• 2011 -- Presenter, Leadership and Management in Human Resource Management, October-November, 2011, City of West Des Moines, Iowa..
• 2011 -- Presenter, Organizational Change in the Public and Nonprofit Sectors, Certified Public Management Program, State of Iowa, Des Moines, Iowa, May 11, 2011.
• 2012 -- Presenter, “HRM: Public and Nonprofit Comparison,” Clute Institute, Caesars Hotel and Convention Center, Las Vegas, NE, October 11-14, 2012

Representative Honors and Awards Received

• “International Green Apple Award,” for Environmental Best Management Practice, British Parliament, Fall, 2006
• Teacher of the Year, College of Health and Pharmacy, Drake University, 2005
• Nominee, Madelyn Levitt Teacher of the Year Award, Drake University, 1996-200; 2006
• Outstanding Teacher of the Year Award, 1996-1997, Drake University, April 8, 1997; 2002; and 2008
• Regents’ Award for Superior Teaching, The University of Oklahoma, 1986
• American Society for Public Administration, Outstanding Contribution Award, 1983
• National Science Foundation Fellowship, The University of Oklahoma, 1969
• Pi Alpha Alpha, National Honorary Society for Students in Public Administration and Public Affairs
• Pi Sigma Alpha, National Political Science Honorary Society
• Beta Gamma Sigma, National Business Honorary Society
• The Harry I Wolk Distinguished Research Award, Spring, 2002

Major Professional Affiliations

• National Association of Schools of Public Affairs and Administration (NASPAA), Executive Council Member, 1988-1991
• American Society of Public Administration, 1965-present
• International Personnel Management Association, 1993-present
• Industrial Relations Research Association, 1997-present