Human Resource Management

Office Hours: Please utilize my office hours (listed above) if you have any questions or concerns regarding this class. Email should only be used as a secondary option if you are unable to see me during office hours. I check my email account once every weekday (Mon-Fri). If you do send emails in the evening or weekend, please be aware that they may not be read and no response provided until the next weekday or Monday at the earliest. Finally, do not assume that I have received an email because you sent one. I will acknowledge email when I receive it.

Course Description: This course will provide an overview of the development and challenges presented by the current status of human resource management in the public sector. Topics include the historical and legal foundation of human resource management; traditional functions employed in the human resource management model; and the future challenges of reform and a changing workforce.

Student Learning Objectives: The goal of this course is to introduce a wide variety of human resource management issues and topics relevant to those working in the public sector. At the completion of this course students will be able to:

- Analyze, synthesize, think critically, solve problems and make decisions based on the foundation, function, and changing environment of public human resource management
- Identify the key paradoxes and challenges in human resource processes from an organizational viewpoint
- Contribute to the policy process by recognizing how human resource management affects motivation
- Apply a public service perspective when developing alternatives to address critical personnel and strategic management issues within a variety of public organizations
- Communicate and interact productively with a diverse and changing workforce and citizenry by utilizing classroom and case study discussions

Required Readings


Preferred Methods of Scholarly Citations

For written assignments, please use Times New Roman, 12-pitch font, 1-inch margins, and double-spacing. Citations and note style should be consistent throughout, using Chicago Manual of Style 16th Edition (Author-Date referencing). Papers should be of professional quality, thoroughly proofread, and clear of spelling and grammatical errors. References or sources of information for papers must consist of scholarly (peer-reviewed) articles or journals, government reports or legal citations, or the readings for the class. The use of Wikipedia or other Internet encyclopedia for any paper is not acceptable for graduate level work and will not be accepted.

Please DO NOT use the citation converter on Microsoft Word or the library databases. They are both incorrect. The following are user-friendly online guides to Chicago 16th Ed Author-Date:

http://www.chicagomanualofstyle.org/tools_citationguide.html
http://libguides.wwu.edu/content.php?pid=123723&sid=1063051
http://libguides.nps.edu/citation/chicagoad

Major Course Requirements

Case Study Analyses 30% (300 points)
Mid-Term Exam 35% (350 points)
Final Exam 35% (350 points)

Grading
A (900-1000 points)
B (800-899 points)
C (700-799 points)
D (600-699 points)
F (000-599 points)

• Exams (350 points each; 700 points total): All exams will be in class and closed book. Each exam will be essay and short answer format, covering the key themes and materials up to each major section of the course. CELL PHONE CALLS IN OR OUTSIDE OF CLASS ARE EXPRESSLY FORBIDDEN DURING EXAMINATIONS.

• Case Study Analyses (100 points each; 300 points total): Three case studies will be assigned for analyses. The basis for case analyses is to review a particular situation, delineate the critical issues or problems, and analyze these in the context of what you think should have been done to avoid, address, or remedy the specific problem. In this regard, a case analyses can provide possible solutions to what often times may be very difficult problems. You should consult your relevant readings, analogies and human resource management concepts from class discussions and other literature review. A summary of the analyses should be typewritten and a minimum of 1,500 words (not including title page or bibliography). Case analyses will be uploaded onto Blackboard by 6:59 PM on the appropriate due dates (Feb 28, Mar 28, and Apr 18). The following grading rubric will be utilized:
Course Policies

**Class Participation**: Participation is expected in this course, evidenced through active discussion on the assigned readings, asking and answering questions, and generally contributing to the intellectual development of the group and to the learning process. Participation DOES NOT mean just attending class. Learning is an active not a passive process!

**Attendance/Tardiness**: Attendance is vital to the success of this course, as material presented in lectures and discussed in class may not always appear in the assigned texts. Attendance will be taken during the class. Students who miss more than two (2) classes (regardless of reason) will lose two percentage points from their final grade per additional class that they miss. Attendance means attending the entire class! It means paying attention, taking notes, etc. It DOES NOT MEAN reading the newspaper, constantly checking your smartphone, completing assignments for other courses, or engaging in any activity not directly related to the day’s topic. Students who do not attend the whole class or who engage in such inappropriate behavior as described above will not receive attendance credit for that class. Students should make every effort to arrive 5 minutes before the start of class.

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**Table: Sections and Points**

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<tr>
<th>Sections</th>
<th>Points</th>
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<tr>
<td><strong>Body of Paper (80 points)</strong></td>
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<td>Introduction: What are the main issues of the case including the key actors and players or other important circumstances that may have influenced the outcome of events? (10 points)</td>
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<td>Strategy: What is your position with respect to the substance of the case and how do you intend to go about resolving it? Or what would you have done if you were in a position to influence specific choices in the case? (15 points)</td>
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<td>Discussion/Suggestions/Recommendations: What do you think should have been done? Who and what are to blame? How can your suggestions or recommendations be implemented? Will they be feasible? How? (35 points)</td>
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<td>Conclusion: What have you learned from it? What is it’s implication to human resource management (the “so what” factor) (20 points)</td>
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<td>Inclusion of AT LEAST four (4) scholarly sources (DEDUCTIONS will be subtracted for not utilizing the number of proper sources)</td>
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<td><strong>Professional Writing (20)</strong></td>
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<td>Citation format is consistent with Chicago Manual of Style 16th Edition Author-Date referencing (10 points)</td>
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<td>Papers should also have excellent organization with a logical flow of ideas and skillful transitions, thoroughly proofread, and clear of spelling and grammatical errors (10 points)</td>
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<td>Papers should be at least 1,500 words (not including the title page or bibliography) and turned in with 1-inch margins, double-spaced, Times New Roman, and 12-pitch font (DEDUCTIONS will be subtracted for not following proper format and required word count)</td>
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</table>
**Late Work and Make-up Exams:** Excused late assignments will be allowed only for significant and verifiable personal emergencies (e.g. serious personal illness, family emergency, etc.). Unexcused late assignments will be penalized a full letter grade for each day it is late. Please contact the instructor if you will not be able to complete an assignment on time. If you are not able to attend class, you must still turn in the assignment by the due date and time. Make-up exams will not be permitted except in cases of genuine medical emergency, upon production of appropriate documentation, and with the consent of the instructor. There will be no extra credit in this course.

**Cell Phone/Electronic Device Usage:** Over the past two decades there has been a dramatic expansion in electronic mail, cell phones and PDAs. While these devices are helpful they have also created some communications issues with which we are all familiar. Please utilize office hours first if you have any questions or concerns regarding this class. Email should be used as a secondary option if you are unable to see me during office hours. I check my email account every weekday (Mon-Fri). If you do send emails in the evening or weekend, please be aware that they may not be read and no response provided until the next weekday at the earliest. Finally, do not assume that I have received an email because you sent one. There are numerous system problems in software and with Internet Service Providers that can cause an email to not reach their intended destination. I will acknowledge email when I receive it.

Important information for this course will be distributed via Blackboard. Class readings, discussion forums, and additional course resources are available on the Blackboard site for this course. It is your responsibility to monitor your Blackboard account regularly to obtain these materials.

**Academic Misconduct:** University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct of any kind is unacceptable. THERE ARE NO EXCEPTIONS. Consequences for academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an automatic F (0 points) for that assignment/test. If academic misconduct is suspected on any assessment, the instructor reserves the right to impose restrictions on future assessments for an individual or the entire class as needed. Please note that the university requires faculty members to formally report all instances of academic misconduct via an Academic Misconduct Incident Form.

Academic misconduct includes, but is not limited to, cheating, plagiarism, multiple submissions, collusion, and fabrication. **Cheating** is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. Cheating also includes: 1) the dependence of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments or 2) the possessing, using, buying, stealing, transporting, selling or soliciting in whole or in part items including, but not limited to, the contents of an un-administered test, test key, homework solutions or possession at any time of current or previous test materials without the instructor’s permission. **Plagiarism** is intentionally, knowingly, or carelessly presenting the work of another as one’s own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge. Plagiarism also includes: 1) the use by
paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment or 2) the unacknowledged use of materials prepared by another person or agency engaged in the selling or distribution of term papers or other academic materials. Multiple submissions is the submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors of the class for which the student submits the work. Collusion is intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments. Fabrication, falsification, or misrepresentation is the intentional altering or inventing of any information or citation that is used in assessing academic work.

If you have questions about the university’s policy on academic misconduct, please see the Student Code of Conduct and Procedure for Academic Misconduct Cases.

Dropping a Class: I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 7 is the last day to drop a class with an automatic grade of “W” this term.

Classroom/Professional Behavior: Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility: Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals Process: As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a
complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures (available at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf)). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, [http://cla.tamu.edu/about/student-resources.html](http://cla.tamu.edu/about/student-resources.html). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Disability Services:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity:** In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Academic Advising:** The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call (361) 825-3466.
Syllabus

1. Introduction

January 24  Course Overview
Evolution of Human Resource Management: People, Process, and Purpose
(Berman et al. Chapter 1)

2. Foundation of Human Resource Management

January 31  Laws Governing the Workplace (Berman et al. Chapter 2)
February 7  Equal Employment Opportunity and Diversity (Berman et al. Chapter 2)
February 14  (Cont) Equal Employment Opportunity and Diversity (Berman et al. Chapter 2)
February 21  Motivation (Berman et al. Chapter 6)
February 28  Responding to the Changing American Workforce (Berman et al. Chapter 8)
Due: Case Study Analysis #27 (6:59 PM)
March 7  (Cont) Responding to the Changing American Workforce
March 14  (No Class: Spring Break)
March 21  Mid-Term Exam

3. Functions of Human Resource Management

March 28  Recruitment and Selection (Berman et al. Chapters 3 & 4)
Due: Case Study Analysis #39 (6:59 PM)
April 4  (Cont) Recruitment and Selection
April 11  Classification and Compensation (Berman et al. Chapters 5 & 7)
April 18  Performance Appraisals and Training (Berman et al. Chapters 9 & 10)
Due: Case Study Analysis #60 (6:59 PM)
April 25  (Cont) Performance Appraisals and Training
May 2  Labor Relations and Collective Bargaining (Berman et al. Chapters 11 & 12)
May 9  Final Exam
NOTE: Every attempt will be made to follow the guidelines outlined in this syllabus as closely as possible. However, I reserve the right to change the course from the guidelines outlined in this syllabus (e.g., the schedule of topics, etc.) if circumstances require it.

(Current as of: November 26, 2016)