Course Name
Human Resource Management

Course Description
This course is designed to explore the strategies, practices, controversies and techniques associated with public sector personnel administration – including, but not limited to recruitment and selection, performance appraisal, motivation & organizational development, compensation, workplace safety and collective bargaining. Demographic changes in the workforce, along with changing laws and societal attitudes towards diverse groups in society, are having profound effects on everything from recruitment to discipline. Affirmative action, diversity training, AIDS in the workplace, sexual harassment, disability, and employee rights are issues that capture the attention of personnel directors, and indeed all supervisors and managers in public service. We will examine these issues in the course along with investigating the basic techniques and technologies of public personnel administration.

Student Learning Objectives
1. Describe the most commonly cited theories, concepts, or techniques which guide our thinking about personnel planning, including but not limited to personnel planning, job analysis, pay for performance, recruitment, training & performance evaluation.
2. Describe the contributions of major theorists in the fields of public sector human resources management.
3. Explain the distinguishing characteristics of the civil service system & collective bargaining.
4. Identify important differences between equal employment opportunity, affirmative action and workforce diversity.
5. Explain effective human resource management tools available to managers and personnel directors.
6. Increase the awareness and value of a dynamic public personnel management function.
7. Apply alternative theories, metaphors, and paradigms to various public personnel systems and situations.

MAJOR COURSE REQUIREMENTS:

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>10 Textbook Case Studies &amp; Exercises</td>
<td>50%</td>
</tr>
<tr>
<td>2 Group Written Assignments &amp; Role Plays</td>
<td>20%</td>
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<tr>
<td>Literature Review Essay (Final Research Paper)</td>
<td>20%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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All course requirements must be completed to receive a grade from this course.

A = 90-100 points
B = 80-89 points
C = 70-79 points
D = 60-69 points
F = <60 points

ATTENDANCE AND CLASS PARTICIPATION (10 points):

This course relies heavily on student attendance and interaction. Attendance and punctuality are expected in all classes. Your absence from this class will be detrimental to your grade, may affect the course progression, and potentially, the grades of the other members of your class. Class work cannot be learned in absentia, and on-time attendance is expected. With strong classroom participation, the full ten points for attendance will be given to the students with 0 or 1 absence; 5 points for those with 2-3 absences; and no points for anyone with 4-5 absences. Six absences or more constitutes an “F” for the entire course. Attendance is defined as initialing the roster before class begins and staying the entire period. Please understand that your contribution has a bearing on the value of the course, both to yourself and to your colleagues; if you believe that your contribution is not important, please take another course.

Each class will be devoted to discussion and analysis of the specific topics indicated for that class on the syllabus. It is important that each student come to each class well prepared to participate in discussions to be eligible for the full 10 points allotted for participation and attendance.

TEN INDIVIDUAL TEXTBOOK CASE STUDIES & EXERCISES (50 points):
The Klingner textbook has Chapter Discussion Questions and Case Studies with related Discussion Questions after each chapter. Your Course Calendar identifies 10 individual exercises worth 5% each at the end of certain chapters that are due on the date listed on the Course Calendar. Analyze and respond fully to each of the questions in the assigned exercises. Any of the assigned chapter exercises turned in later than one week after the class discussion will not be accepted. Each assignment will be graded based on problem-solving skills, professionalism and completeness.

TWO GROUP ASSIGNMENTS & ROLE PLAYS (20 points):
Groups will be assigned for an Interviewing Skills role play and a Performance Appraisal Skills role play. Each group will complete a written exercise assigned for both role plays. Your group grade will be based on both the in-class role play, as well as the associated written assignment. For the Interview Skills component, each group will turn in pre-planned interview questions and a skills assessment summary that includes technical and performance skills based on a mock job description. For the Performance Appraisal Skills component, each group will turn in a pre-planned performance evaluation form with measurable goals, career development plan and performance improvement plan (if required) based on a mock employee case study. Each group exercise & role play is worth 10 points.

FINAL: LITERATURE REVIEW ESSAY (20 points)
Choose a key public personnel management problem, function or system, including but not limited to Pay for Performance, Theories on Employee Motivation, Compensation Systems, Workplace Violence, Reward

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and Recognition, Sexual Harassment, or Organizational Development. Prepare a literature review utilizing recent (1992 – present) database and periodical indices, as well as browsing of the most current journal issues. Select at least 10 full-length scholarly articles that are in key journals and reflect the current status of discussion on the topic you choose. This assignment is not a descriptive “term paper” about the topic chosen, but rather an examination of the literature on the topic. Do not simply describe the problem or system, but instead focus on how it is analyzed in the literature you have chosen. That is, emphasize what you think about the literature more than your views on the problem itself, including what is (and is not) discussed, how well, and why? Using this approach, the paper must state the nature and importance of the literature on the issue (one page), review themes found in your selected literature (six pages), and articulate conclusions (two pages). See A Short Guide to Writing about Social Science by Cuba, Chapter Three on Literature Reviews and the attached grading rubric for more information on what is expected.

**Required Textbook**


**Recommended Books for a More In-depth Study of Human Resource Management**


**Recommended Journal Articles for a More In-depth Study of Human Resource Management**


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**Course Policies**

**Grading System**

A *final grade* will be reported as follows:

A: 100-90; B: 89.9-80; C: 79.9-70; D: 69.9-60; F: 59.9-0

However, *grades on the assignments* will be calculated as follows:

A+: 100%; A: 95%; A-: 90%
B+: 88%; B: 85%; B-: 80%
C+: 78%; C: 75%; C-: 70%
D: 60%
F: 0%

**Late Work**

Late work is penalized a minimum of 10 points without exception, i.e., a reduction of one letter grade after the assignment is due. No work is accepted past the class that follows the original assignment due date. Incompletes are given only when a student can not complete the course due to circumstances beyond her/his control (as determined by the instructor.)

**Attendance and Participation (15%)**

Students are expected to arrive for class on time, as a demonstration that they can function responsibly in this learning environment. *Without exception, attending late or leaving early is calculated as a half attendance.* The instructor will check attendance regularly.

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With **active** class participation, **1 absence or less** earns a student the **full 15%** for attendance and participation.

With **active** class participation, **3 absences or less** earns a student **10%** for attendance and participation.

**Four absences** earns a student a **zero** for attendance and participation.

**Five absences (36% of class time) will result in “F” for the entire course.**

You are expected to have read the materials **before** class. Student questions and comments are both expected and welcomed. Students learn best by actively participating in the teaching-learning process. You can learn as much from your classmates as you can from me. You will be asked to participate in numerous discussion activities.

Class topics parallel the assigned reading(s) specified on this syllabus. Again, you are expected to have read the assignments **before** the topic is presented. **The participation part of your grade is dependent upon how well you respond to the in-class discussion and questions.** On a sliding scale:

- **Active** participation is when a student demonstrates an understanding of all assigned readings; is able to make connections among course topics; is able to add their own insights; and goes beyond assigned readings.

- **Adequate** participation is when a student demonstrates familiarity with all assigned readings through classroom discussion.

- **Minimal** participation is when a student demonstrates familiarity with some of the readings, but a lack of preparation or insufficient participation on other topics; and participates only when called upon or when assigned to a small group.

**Cell Phone and Electronic Device Usage**

Turn off your cellular phone and pager during class. Using a laptop computer for taking notes in class is fine, but internet surfing or online chatting is prohibited and will be detrimental to your attendance and participation grade.

**Academic Integrity/Plagiarism**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class I will follow the disciplinary guidelines in the TAMUCC student code of conduct for academic misconduct or complicity in an act of academic misconduct on an assignment or test.
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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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 5th is the last day to drop a class with an automatic grade of “W” this term.

Preferred Methods of Scholarly Citations

Use the APA style for citations and references.

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

As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, 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.C2.03, *Student Grade Appeals*. These documents are accessible online at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean's office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, [http://cla.tamucc.edu/about/student-resources.html](http://cla.tamucc.edu/about/student-resources.html).

### Disabilities Accommodations

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 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.
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<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading &amp; Assignments</th>
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<tbody>
<tr>
<td>1)</td>
<td>Course Overview &amp; Introduction.</td>
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<tr>
<td>2)</td>
<td>Introduction to HRM: Major functions &amp; systems of public personnel management. Strategic workforce planning.</td>
<td>Chapters 1, 2 &amp; 3</td>
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<td>Pg 83 - 84: Exercise: Evaluating Your HRM System and Discussion Question #10.</td>
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<td>3)</td>
<td>HR role in budgeting, program evaluation &amp; performance management. Defining &amp; Organizing Work.</td>
<td>Chapters 4 &amp; 5</td>
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<td>Pg 100 – 103, Written Q &amp; A for Case Studies 1 - 3</td>
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<td>Pg 150 -151, Written Discussion Q &amp; A #1 - #12.</td>
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<td>5)</td>
<td>EEO, AA &amp;Workforce Diversity. Video: You Be the Judge, Re: Hiring Discrimination Red Flags</td>
<td>Chapter 7</td>
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<td>Pg 178 – 179, Case Study #2 Written Q &amp; A</td>
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<td>6)</td>
<td>Recruitment &amp; Selection. Video: More Than a Gut Feeling, Re: Interview Questions &amp; Behavior Based Interviewing</td>
<td>Chapter 8</td>
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<td>Pg 200 – 202, Case Study Written Q &amp; A Give Out Group Role Play Assignments for 3/2nd.</td>
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| 7)        | Group Role Play: Interview Skills                                    | Turn In Group Interview Project: Written Interview Questions & Candidate Performance Summary. | **Spring Break**

<p>| 8)        | Motivation &amp; Employee Performance. Making Government a Good Place to Work. | Chapter 9                                              |
|           | Pg 226 -227, Case Study #1 Written Q &amp; A                              |                                                        |</p>
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| 10)      | Training, Education & Staff Development                | Chapter 10  
Pg 246 Written Discussion  
Questions #1 - #7.  
Come prepared to discuss  
Case Studies 1 – 3 in class. |
| 11)      | Performance Appraisals                                  | Chapter 11  
Video: Getting Results  
Give Out Group Assignments  
For 4/5th In-Class Role Plays. |
| 12)      | Group Role Play: Performance Appraisals                | Turn in Group Appraisal Project:  
Written Evaluation Tool with  
Measurable Goals & Career  
Development Plan. |
| 13)      | Group Role Play: Performance Appraisals                |                                                           |
| 14)      | Safety & Health, Including Workplace Violence          | Chapter 12  
Pg 296, Discussion  
Questions #1 - #9. |
| 15)      | Organizational Justice, Including Sexual Harassment    | Chapter 13  
Pg 329 - 331,  
Written Case Study Q & A |
| 16)      | Collective Bargaining & Interest Based Bargaining      | Chapter 14  
Pg 356 – 358,  
Written Case Study Q & A |
| 17)      | *How to Manage a Workforce Through Budget Cuts & Lay Offs* | Final Research Paper Due |

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