# University of North Texas at Dallas
## Fall Semester 2021
### SYLLABUS for Online Learning

<table>
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<tr>
<th>PADM 5030: Human Resources Management</th>
<th>3 Credit Hours</th>
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<tr>
<th>Department of Public Leadership</th>
<th>School of Liberal Arts and Sciences</th>
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| Instructor Name: | Karen M. Jarrell, Ph.D. |
| Office Location: | LWCT 1.140 |
| Office Phone: | (214) 752-5973 |
| Email Address: | karen.jarrell@untdallas.edu |

**Office Hours:**
- Tuesday 3:00-5:50 via Zoom
- Wednesday 1:00-3:00 via Zoom
- Saturday by appointment

| Classroom Location: | Online |
| Class Meeting Days & Times: | Online course. |

**Course Catalog Description:**
Theory and application of managing human behavior in public organizations. Topics include motivation, supervision, conflict management, workplace diversity and the functions of public personnel systems including job design, analysis, and classification; recruitment and selection; compensation, development, training, and evaluation; promotion and discipline; and employee law.

**Prerequisites:**
Admission to the MS in Public Leadership program.

**Required Text:**

Please note: Additional readings will be assigned via Canvas

**Other Recommended Readings:**
- The *Bedford Handbook (most current edition)*, Diana Hacker
- *Publication Manual of the American Psychological Association (most current edition)*
- *How to Read a Book*, Mortimer Adler and Charles Van Doran

**Access to Learning Resources:**
- **UNT Dallas Library:**
  - phone: (972) 780-1616
  - web: [http://www.untdallas.edu/library](http://www.untdallas.edu/library)
  - email: library@untdallas.edu
- **UNT Dallas Bookstore:**
  - phone: (972) 780-3652
  - web: [http://www.untdallas.edu/bookstore](http://www.untdallas.edu/bookstore)
  - e-mail: untdallas@bkstr.com
Course Goals or Overview: The goals of this course are as follows:

- The goal of this course is to provide students with an understanding of the nature of human resources management within the context of public service organizations.
- Students will understand both theoretical and conceptual foundations of the profession, while also exhibiting a mastery of applying them in a practical manner.
- Students will distinguish between the legal, political, fiscal, and administrative aspects of human resource management in public arenas.
- Students will identify the important issues for the future of human resource management and its impact on individuals that are the backbone public organizations.
- Students will understand and discuss the levels of government affected by human resource management.
- Students will demonstrate their written and analytical skills related to human resource management via discussions, group project(s), individual assignments, and a group research paper.

Learning Objectives/Outcomes: At the end of this course, students will be able to:

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<th>Identify public service concepts, supporting evidence, and apply them in a practical setting (CEA framework).</th>
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<tr>
<td>2</td>
<td>Understand the responsibilities and roles of human resources management, while also identifying the specific challenges faced within the public service environment.</td>
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<tr>
<td>3</td>
<td>Explain why Strategic Human Resources Management is critical for public and nonprofit organizations.</td>
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<td>4</td>
<td>Understand the federal laws related to equal employment opportunity and their implications for strategic human resources management.</td>
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<tr>
<td>5</td>
<td>Explain why managing diversity is important to strategic human resources management and identify key concepts related to cultural competency</td>
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<td>6</td>
<td>Understand the need for, and use commonly used methods to produce a job analysis.</td>
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<td>7</td>
<td>Discuss the importance of recruitment and selection to strategic human resources management in public service, and understand the legal concerns therein.</td>
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<tr>
<td>8</td>
<td>Understand the importance of compensation and benefits to strategic human resources management.</td>
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<td>9</td>
<td>Explain the importance of volunteers to strategic human resources management and discuss how they assist in public and nonprofit organizations.</td>
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<tr>
<td>10</td>
<td>Understand the importance of performance management systems and apply different types of evaluation instruments to practical organizational settings.</td>
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<tr>
<td>11</td>
<td>Understand and Identify the elements of labor–management relations.</td>
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Course Philosophy:
• You are graduate students, and I expect you to contribute so this class is meaningful and fruitful to you. That is to say, if you plan to do the minimum to get through this course, you will not find this a good experience.
• As your professor, I plan to have honest and enlightening discussions. The only way I can do that is if everyone keeps the proper decorum of a college class: respect others’ opinions, speak in language that is both non-judgmental and courteous, and make sure you use theoretical foundation(s) to support your work. I want frank discussions, but will not tolerate disrespectful retorts or comments. However, if you do wish to challenge someone’s statement, do so in a scholarly and professional manner using theoretical foundation.
• Your preparation for reading assignments, weekly involvement, and assignments should reflect your academic commitment and level. I expect you to invest your time and efforts in proper class preparations.

Course Requirements: Readings
• You are expected to read assigned chapters and directed readings, including reviewing the Power Point programs posted for each chapter. I would encourage you to keep pace and actively read your assignments. If you do not keep up with assignments, you should consider dropping the course.
• In addition to the textbooks, there may be numerous readings provided with each learning module as well as course notes and PowerPoint lectures. You are expected to read and demonstrate familiarity with and understanding of the reading material provided with each module. Familiarity and understanding will be demonstrated through the course assignments, team work, and class discussions.
• You cannot pass this course without thoroughly reading all texts, readers, PowerPoints and/or articles.

Course Activities and Evaluation Methods:
This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.
• **Weekly Class Discussion Board Posts** (70 Points/10 points per discussion)
  o Students are expected to engage with their classmates in the online setting. You are expected to read materials and write your reactions about the issues you see as it relates to our class discussion. As such, seven (7) discussion board posts will be required and they consist of two components:
    ▪ First, students must write a **250-word narrative** based on their interpretation of the material (a specific set of considerations for your post will be provided).
    ▪ Second, students must respond in at least **125 words** to two (2) of their classmate’s original posts.
      • Responses must be analytical and draw upon your interpretation of the material and concepts discussed in the weekly module. Your reaction must draw upon specific concepts or add ideas you believe shed further light on any given interpretation. Make sure your work has a theoretical foundation.
  o Each post is worth **10 points** (70 points total).
  o You will be assessed by the quality of your postings, including outside sources reviewed and included in your postings, as well as your reading the postings of others (very easy for me to check, by the way).
• **Weekly Team Activities** (70 Points/ 10 points per week):
  o Students will be randomly assigned to a team. Each team must choose a team leader for each of the 7 remaining weeks of class. Your team must participate in the topic for the week listed under each weekly module in Canvas. You will be assessed by the quality of your TEAM work, including outside sources reviewed and included in the weekly deliverable. Each week’s deliverable will include an HR issue or problem for which you must respond based on the week’s readings, videos, and other class materials. Each week’s deliverable must be at least 500 words and be comprised of work from all team members. The team leader for the week will post the group’s deliverable and must include the names of all group members on each posting. Make sure you ground your narrative in both theory and practice.
• **Weekly Case Study Analyses** (80 Points/ 10 points per week):
  - Every week we will have at least one case study to read and discuss. Prior to each week, the case(s) will be posted in Canvas. You are expected to read the case and become familiar with how the practices in the case relate to the theoretical ideas found in your readings. You will be provided with prompts to assist you in the case brief. Make sure you review the case study PowerPoint and the CEA worksheet to assist you in creating your response.

• **Weekly Individual Assignments** (140 Points/ 10 points each/ 20 points per week):
  Students are assigned two individual assignments each week. All students must complete both assignments for the week listed under each weekly module in Canvas. You will be assessed by the quality of your individual work, including outside sources reviewed and included in the weekly deliverables.

• **Final Paper** (**110 points**): Analysis of an Emerging Issue or Challenge pertaining to Strategic Human Resource Management in the public sector(s) arena.
  - This paper will allow you to apply concepts, theories, and strategies discussed in class and in the reading material to a contemporary public service human resources management issue. This details for this assignment will be posted in the 6th week module.
    - Write a paper that fully explores, explains, and expands on the emerging discourse related on your choice of human resource management topics.
    - **Expectation for the Paper:** Write at least a 10 (ten) page paper with a minimum of ten (10) references. It must conform to the American Psychological Association (APA) guidelines, as this is the most commonly used format for written works in our discipline. Per APA requirements, the use of first person is not acceptable. The paper must have a cover sheet which is not included in the 10 pages and will not have a page number. Pages will be numbered beginning with page 2 (first page of the actual paper). The paper will have 1” margins, be double-spaced with 12-point font (preferably, Times New Roman), and paragraphs will be indented per APA-style requirements. In addition, the paper must be uploaded as a “Word” document, not as a PDF.
    - Proper in-paper attributions, to include page numbers if appropriate, will conform to APA formatting standards.
    - The sources should be composed of more recent (5 years) articles from peer-reviewed journals and books.

• **Class Participation** – A healthy class experience is dependent upon not only the instructor, but also instructor-student and student-student interactions. This class not only incorporates a manageable amount of readings, but also injects “real-world” exercises that allow you to put theory in to practice. As such, it is imperative that you are prepared to engage in MEANINGFUL discussion and produce work adding to everyone’s knowledge base. Class participation represents **15% of the final grade** which is determined by your preparation and contributions as an individual, team member, and class contributor. Valuable class contributions will be based on the readings or other RELEVANT information. Please feel free to introduce alternative readings or present examples that are reflective of current events. Poorly prepared students not only affect their own grades, but diminish the overall learning experience of his or her classmates.

**Grading Matrix:**

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<tr>
<th>Activities/Assignments</th>
<th>Value (points or percentages)</th>
<th>Total</th>
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<tbody>
<tr>
<td>Weekly Class Discussion Board</td>
<td>7 discussion board @ 10 points each</td>
<td>70</td>
</tr>
<tr>
<td>Weekly Team Activities</td>
<td>7 submissions @ 10 points each</td>
<td>70</td>
</tr>
<tr>
<td>Weekly Case Study Analyses</td>
<td>8 case analyses @ 10 points each</td>
<td>80</td>
</tr>
<tr>
<td>Weekly Individual Assignments</td>
<td>14 assignments @ 10 points each</td>
<td>140</td>
</tr>
<tr>
<td>Final Paper</td>
<td>1 paper @ 150 points</td>
<td>150</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Weekly class participation</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>600</strong></td>
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**Grade Determination:**

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<thead>
<tr>
<th>Grade</th>
<th>Value</th>
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<tr>
<td>A</td>
<td>600 – 540 pts; 90% or better</td>
</tr>
<tr>
<td>B</td>
<td>539 – 480 pts; 89 – 80 %</td>
</tr>
<tr>
<td>C</td>
<td>479 – 420 pts; 79 – 70 %</td>
</tr>
<tr>
<td>D</td>
<td>419 – 360 pts; 69 – 60 %</td>
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<tr>
<td>F</td>
<td>359 pts or below; below 60%</td>
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# Course Schedule (Tentative)*

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities will be added; these will be noted in the Readings and Activities/Assignments sections in Canvas.

<table>
<thead>
<tr>
<th>Weekly Schedule</th>
<th>Topic and Activities</th>
<th>Due Date</th>
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| **Week of August 23**<sup>th</sup> | Intro, Syllabus Review & Fundamentals and Strategy of Public Service HRM See Canvas for readings, activities and assignments. Readings:  
  • Pynes:  
    o Chapter 1 “Introduction to Human Resources Management in the Public and Nonprofit Sectors”;  
    o Chapter 2 “Strategic Human Resources Management and Planning”  
  • Akingbola: “Context and Nonprofit Human Resource Management” In Canvas | August 29<sup>th</sup> |
| **Week of August 30**<sup>th</sup> | EEO Laws & Diversity in the Public Service Workforce See Canvas for readings, activities and assignments. Textbook Readings:  
  • Pynes:  
    o Chapter 3, “Federal Employment Opportunity Laws and Other Employee Protections”  
    o Chapter 4, “Managing a Diverse Workforce” | September 5<sup>th</sup> |
| **Week of September 6**<sup>th</sup> | Job Analysis and Recruitment & Selection See Canvas for readings, activities and assignments. Textbook Readings  
  • Pynes:  
    o Chapter 5, “Job Analysis”  
    o Chapter 6, “Recruitment and Selection” | September 12<sup>th</sup> |
| **Week of September 13**<sup>th</sup> | Compensation and Benefits See Canvas for readings, activities and assignments. Textbook Readings  
  • Pynes:  
    o Chapter 7, “Compensation”  
    o Chapter 8, “Benefits” | September 19<sup>th</sup> |
| **Week of September 20**<sup>th</sup> | Performance Management and Volunteer Management See Canvas for readings, activities and assignments. Textbook Readings  
  • Pynes:  
    o Chapter 10, “Performance Management”  
    o Chapter 12, “Volunteers” | September 26<sup>th</sup> |
| **Week of September 27**<sup>th</sup> | Labor-Management Relations See Canvas for readings, activities and assignments. Textbook Readings  
  • Pynes:  
    o Chapter 11, “Labor-Management Relations: Collective Bargaining in the Public and Nonprofit Sectors” | October 3<sup>rd</sup> |
| **Week of October 4**<sup>th</sup> | Final Case Study Presentations See Canvas for readings, activities and assignments. | October 10<sup>th</sup> |
| October 15<sup>th</sup> | Final Paper Due via Canvas | October 15<sup>th</sup> |

*This document is a suggested schedule and how I anticipate the course to flow and is not a contract! Dates and information are subject to change!
University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at [http://www.untdallas.edu/disability](http://www.untdallas.edu/disability). You may also contact them by phone at 972-338-1777; by email at UNTDisability@untdallas.edu or at Building 2, room 204.

Canvas Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Canvas Learn course management system’s accessibility statement is also provided:

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance using any of these tools.

Course Evaluation Policy:
Student’s evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students’ evaluations to be an important part of your participation in this class.

Assignment Policy:
Assignments in this class must reflect the following format:
- Font: Times New Roman, Size 12
- Cover Page with Assignment Title, Class Title, Date, and Student Name
- One inch margins (Top, Bottom, Left, Right); please note that you will have to go into your page setup to make this adjustment. Most MS Word programs have 1.25 inches as a default for Left and Right margins.

Late Policy:
Students are expected to turn in all assignments at the beginning of the class on the date the assignment is due. Late work will receive a grade penalty. Work that is turned in at any time during the first 24 hours after the date and time the assignment is due will receive no higher than a grade of B. Work that is turned in at any time during the second 24 hours after a paper is due will received no higher than a grade of C. Student work will not be accepted under any circumstances more than 48 hours after the assigned due date and time. You will receive a 0 for the assignment. A hard copy of all work must be handed in to the professor at the beginning of the class.
Exam Policy: Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

In addition, all academic work submitted for this class, including exams, papers, and written assignments should include the following statement:
On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom Policies:

Online Attendance and Participation:
The University attendance policy is in effect for this course. Class participation is expected because the class is designed as a shared learning experience. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Weekly participation is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent. Credit will not be given for work assigned during a missed class.

Attendance for this online course is considered when you are logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor’s discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Incompletes:
A semester grade of incomplete will be given only under extreme and unusual situations. Additionally, to be fair to all students in the course, when the work is completed, the student will not receive higher than a B for the course, regardless of how many points were earned in the course. More importantly, an incomplete will only be granted for students who are in good standing within the class (A/B grade) and have completed all work (except for the final) at semester’s end. An incomplete is not a substitute for a poor grade.
**Inclement Weather and Online Classes:** On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically. Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

**Online “Netiquette:”**
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper “netiquette” (i.e., no writing in all caps (usually denotes yelling), no curse words, and no “flaming” messages (angry, personal attacks)).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University’s policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at [http://www.unt.dallas.edu/osa/policies](http://www.unt.dallas.edu/osa/policies). Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

**Diversity/Tolerance Policy:**
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Requirements:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

A number of our required readings will be posted on Canvas. Please print them out and read them before the date in which we will discuss them. They are listed weekly under the “Course Information” section for this course. Please let me know if you have any issues finding them.

Canvas is the platform software for this course. Canvas supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see the Canvas learning site for students.