Mark 10: But among you it should be quite different. Whoever wants to be a leader among you must be your servant,

Instructor: Professor Gary E. Roberts

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It is my great pleasure and honor to serve as your instructor. I pledge to do my very best to provide you with a quality, Christian-centered educational experience. I am humbled by this great responsibility, and I ask for your prayers to discharge these duties with grace and skill.

Public Administration is a noble calling that is consistent with our Christian charge to serve rather than be served. The very origin of the term public administrator has its roots in Christian service to the community. Public administrators face many challenges from fiscal scarcity, a hostile public, corruption and inefficient and bureaucratized organizational structures that stifle innovation and creativity. The vast majority of public servants discharge their work duties with dedication and skill, but they are frequently limited by leadership and management deficiencies. This course will explore the foundations and current state of public administration in a context of improving management through Christian servant leadership principles.

I am looking forward to working with you, and I am excited that we are part of the unique ministry of Regent University and the Robertson School of Government. Let’s get started and be that good and faithful servant!

Course Layout

The curricular foundation for our class is the learning modules in the assignments section of Blackboard (accessed by clicking on the assignments icon at the left side of the blackboard web page). The weekly learning modules contain the major learning objectives, class readings, web sites, and assessment tools (discussion boards, exams, etc.). It is critical for students to access the weekly module in order to meet class learning objectives.

Announcements: Click the class announcements icon on the left hand side of the page to access important course information. Please check the announcements section at least twice per week.

Syllabus: The course syllabus is accessed by clicking on the left hand side syllabus icon.
Assignments: A weekly learning module with a variety of course materials (articles, notes, web sites) is accessed through the left hand icon. The mid-term, final exams and the case study directions are accessed and submitted through Blackboard.

Discussion Board: The five discussion board assignments are accessed through the discussion board icon. Then click on the respective assignment to read other students threads and post your own.

Required Texts


Holy Bible (any version)

Web readings assigned by instructor

Reflections on the Human Resource Function (By Mike Pregitzer and Gary Roberts)

First, I would like to introduce myself. I have worked in human resource related positions over the last 29 years in a variety of positions (academia, nonprofit, government, and business). It is my sincere hope that my background and experience will be helpful to you as we explore together this interesting and public administration critical body of knowledge known as human resource management. I am greatly excited about this class as we explore the HR world with the objective of becoming more effective Christian servant leaders.

Second, we would like to share with you some of our thoughts on the convergence of faith and management, specifically, in this case, human resource management. It is very important that – as Christians -- we all understand that we cannot separate faith and work: we are to engage in all things (family life, church, work, friendship, eating, drinking) to the glory of God (see 1 Corinthians 10:31; Colossians 3:17,23; Ephesians 6:7). Moreover, as Nancy Pearcey writes in her book, Total Truth, we have to avoid the temptation “to split belief from practice—to do the Lord’s work but in the world’s way.” This is termed compartmentalization, and is an ongoing great spiritual temptation. As such, adhering to a biblical world view – seeing life through the lens of scripture – is critical. How do we live a Christian life through the ministry of human resources professional? Let’s work through that together this semester.

As you’ll see in more detail in the syllabus, we will be using various methods of learning.

And finally…relax! I know what it is like to be a full-time student, and I know what it is like to
work full-time, raise a family, care for a home, and attend college part-time. While I want this course to challenge you, I don’t want it to consume you. We’ll work together to find that balance.

The marketplace is the next great mission field. Whether you work for a public, nonprofit or a private organization, we are called to be ambassadors that model ethical leadership practices and a dedication to excellence. We can evangelize and make disciples of our coworkers and customers while improving the overall level of social and spiritual capital in our communities. One of the greatest challenges as Christians is to avoid confusing Godly standards of excellence with worldly standards. In many ways they are compatible, but there are important differences given that Kingdom standards define success in terms of cultivating Christ like character while secular achievement is defined in terms of accomplishments, power and position. What is Christ like character? It is the fruits of the spirit, faith, hope, love, patience and perseverance.

It is important to remember that Public Administration is a noble calling that is consistent with our Christian charge to serve rather than be served. The very origin of the term public administrator has it roots in Christian service to the community. Public administrators face many challenges from fiscal scarcity, a hostile public, corruption and inefficient and bureaucratized organizational structures that stifle innovation and creativity. The vast majority of public servants discharge their work duties with dedication and skill, but they are frequently limited by leadership and management deficiencies. This course will explore the foundations and current state of public administration in a context of improving management through Christian servant leadership principles.

**Description and Purpose of Course**

“*We want a seat at the table!*”

This is essentially the battle cry (or in some cases, the battle whine) of human resource professionals. Traditionally relegated to essential but largely administrative responsibilities, human resource professional often struggle to be included in core strategic management decisions. The department is often viewed as a administrative cost that contributes little to an organization’s strategic success. Indeed, some commentators have called for the wholesale elimination of HR, outsourcing most of its tasks, saving millions of taxpayer dollars, and basically getting out of the way of busy line managers. It seems, then, in the eyes of some, not only should HR not have a seat at the table, they shouldn’t have a seat anywhere!

To help you navigate these churning waters, this course is designed to help you better understand the role of the human resource function, but more importantly, how that role can be transformed into a value-adding, strategic partner in an organization. I firmly believe that in order to understand where we are going, we have to have a sense of where we have been. Accordingly, we’ll spend some time studying the HR past, where we have succeeded and failed, and where we need to go as a profession. As a framework within which we can begin to think about the *new* human resources, I would like to propose the following: As HR professionals, we need to understand and learn our **roles, competencies and calling**.

**Roles**
The course is designed around the paradigm advanced in a very influential HBR article, “A New Mandate for Human Resources.” It’s a powerful reconceptualization of HR. As David Ulrich argues in the book-length version of this article:

“HR professionals must focus more on the *deliverables* of their work than on doing their work better. They must articulate their role in terms of value created. They must create mechanisms to deliver HR so that business results quickly follow. They must learn to measure results in terms of business competitiveness rather than employee comfort and lead cultural transformation rather than to consolidate, reengineer, or downsize when a company needs a turnaround.” (Human Resource Champions, p. 17)

In short, Ulrich maintains, the new HR professional must wear four hats: *strategic partner, administrative expert, employee champion, and agent of change*. Each of these roles further the goals of both the business and individuals within it. Accordingly, we will examine HR from the vantage point of these four roles with the goal of helping you to be a greater asset to your organization and to your people.

**Competencies**

To be successful in the human resources field, you also need to have a firm grasp of the HR body of knowledge: this knowledge or competencies comprise the toolkit that you can use to be a strategic partner, administrative expert, employee champion, and agent of change. For example, we will look at ways to leverage expertise in performance appraisal as an administrative expert.

**Calling**

In 2 Corinthians 5:20, Paul tells us, “therefore we are ambassadors for Christ.” As HR professionals (or in any vocation) we are called to be ambassadors, to represent our King in the world, in our marriages, in our friendships, and in our work. We are to represent God’s purposes to people and within the situations of our lives. As Paul Tripp states in his book, *Instruments in the Redeemer’s Hands*, “[t]his is not a part-time calling; it is a lifestyle” (p. 104). In the workplace, while we are often called upon to represent the interests of senior leadership, the City Manager, and City Council etc., we must remember that our primary mission is to serve Christ. As HR professionals, our *roles* and *competencies* are the means through which we can incarnate Christ; that is, our actions, character, and words embody the king who the world cannot see.

Accordingly, in this course, we will focus on helping each other realize our calling to become “ambassadors” to Christ through prayer, discussion and encouragement.

In most organizations, there are two main human resource systems. The first is the formal personnel system managed by a central human resource department and encompasses functions such as recruitment, classification, compensation, and benefits. The second, and more important, relates to the direct day-to-day management of personnel activities and includes subjects such as performance management/productivity, employee motivation, employee development, health/safety, and employee rights and discipline. The success of any organization is largely dependent on the conformance of the organization’s culture and practice to servant leadership
principles regarding the quality of employee selection and training, the provision of an adequate infrastructure (equipment, supplies) and ethical and effective supervision by cultivating high levels of employee motivation. A high level of employee motivation requires the creation of a workplace that meets the employee’s physical and spiritual needs in conjunction with an appropriate mix of incentives. An effective human resource management system is characterized by workers who exert more than minimal time and energy in the accomplishment of individual and organizational goals (organizational citizenship).

Most employees are not personnel directors or employees of the central personnel agency. However, all employees are intimately and personally affected by their relationship with the human resources management system. A student looking for his/her first professional job must prepare a resume and cover letter, endure employment tests, and survive employment interviews. Your success will be enhanced if you understand how the selection process works. For students presently employed, the human resource management system is an ubiquitous aspect of the working experience. Upon organizational entry, employees are provided with relevant training and developmental counseling. To keep a job, the employee must meet minimum levels of proficiency. The minimum standards of proficiency are products of the performance measurement and appraisal process. The performance appraisal process will influence the employee’s future in terms of promotion and pay. Motivational approaches will influence job design and management style. An employee may become a member of a union or be involved in a work dispute that may result in arbitration. Health and safety issues will determine whether an employee will be exposed to hazardous working conditions. Employees may become a victim of sexual harassment, age or race discrimination and file a charge against their boss. Like it or not, there is no escaping human resource management! This is where our foundation in Christ and the Holy Spirit’s indwelling and baptismal gifts provide us with the spiritual and physical tools we need to stand firm in our beliefs and be a light in a dark organizational world.

Course Goals and Learning Objectives

- To understand and maintain a Christian worldview as an HR professional.
- Develop a Christian holistic understanding of employee well-being (spirit, body and mind).
- To understand the function of the HR professional in four roles: strategic partner, administrative expert, employee champion, and agent of change.
- In those roles, utilize the HR scorecard to track deliverables and effectively manage the HR function.
- To be able to apply the concepts of roles, competencies and calling to organizational problems and situations so that HR professionals can “win a seat at the table.”
- Develop a clear understanding of servant and organizational citizenship principles and their relations to effective management.
- Develop a thorough grasp of the theoretical and practical applications in the areas of job analysis/classification systems, selection principles, motivation, compensation and benefits, labor relations and employee health.
- Develop a working knowledge management tools and applications to positively influence organizational change, leadership, motivation, group processing, power, and conflict resolution.
- Develop and apply basic management skills related to setting specific performance goals, providing informal/formal performance feedback and empowering employees.
- Provide a solid foundation for understanding the importance of effective quality service by exposing the student to the development and administration of performance management systems at the organizational, group and individual levels.
- Develop enhanced oral and written communication skills in the context of group and individual exercises, case studies, and formal presentations.
- Develop analytical skills to critique management policies and practices. Gain expertise in designing surveys and conducting interviews to gather information on program performance.

Objective: To provide the student with a rigorous overview of human resource theory and practice. This course is grounded upon a Christian world view and servant leadership principles modeled upon the teaching and life of the ultimate public servant, our Lord and Savior Jesus Christ. This will entail an examination of context, policy, theory, techniques, and practice. The Robertson School of Government embraces the integration of faith and learning as described below:

The Robertson School of Government seeks to restore our nation's Judeo-Christian heritage, to renew the traditional values of citizenship in the public affairs of the United States, and to promote these ideals in all the nations of the world. To that end, leadership and policy issues are rigorously analyzed from various academic perspectives in a broad, multidisciplinary endeavor, emphasizing the application of Judeo-Christian principles to theoretical and practical problems. The program is designed to produce principled graduates who are morally, spiritually, and intellectually well-grounded and who are also equipped with the practical and technological skills needed to meet today's challenges of leadership in government, policy-making, and politics.

Format: Most onsite sessions will begin with a formal lecture to present the main ideas and concepts. Interspersed with the formal presentation will be several short group and/or individual exercises that will reinforce the readings and the lectures. After the break, there will be a shorter lecture followed by either a longer group exercise or class discussion.

As Christian adult learners, it is critical to manifest a respectful attitude toward the subject and to value the diversity of opinions reflected in your classmates. Learning is facilitated when there is an open sharing of ideas, a reasoned debate. I encourage all students to freely ask questions and to interject their opinions. Be a Barnabas to your fellow students. This does not mean that we unquestioningly accept statements by the professor or a fellow student, but it does require that we disagree respectfully. No single professor, student or “research expert” possesses a monopoly on the truth. True wisdom is founded upon a God fearing humility and Golden Rule behavior. We are striving for a reasoned debate of the subject areas based upon the evidence and the conclusions reached.

I. Student Expectations

A. Assignment Submission Format: All assignments are to be submitted electronically, either
through email or blackboard in Word. Use either the APA or Turabian format for citing references.

**B. Reading Assignments:** Your responsibility as a student is to come to class prepared, and this means completing the assigned readings before class. Intelligent discourse is best facilitated by students (and professors) that are familiar with the material! I realize that there is a considerable amount of reading, but the returns in terms of knowledge and understanding will exceed the costs (not to mention a better grade).

**C. Class Participation:** The degree of student input is critical to the success of any course. Learning is a process of two-way communication, and this requires your active participation. Instructors and students benefit when all class members are motivated and actively participate in the discussion.

**D. Attendance:** Class attendance is mandatory. Please contact me in advance if you cannot attend class. Two or more unexcused absences will result in the application of appropriate penalties including a reduction in course grade.

**E. Assignment Tardiness:** All assignments (exams, papers) must be turned in on time. Special dispensation is granted in exceptional circumstances involving sickness, injury, or an extenuating circumstance beyond your control. I reserve the right to reduce your grade by one letter for every day that an assignment is late.

**F. Academic Honesty:**

The Regent University community of teachers and scholars affirms that the biblical principles of truth and honesty are absolutely essential. Indeed, the Bible contains numerous admonitions against false witness, dishonesty and cheating. Upholding the standard of academic integrity with its reliance on honesty is a responsibility of both faculty and students. Conduct that violates academic integrity includes:

1. **Dishonesty.** This is lack of integrity exhibited through lying, cheating, defrauding or deceiving. Examples of dishonesty include: copying from the examination paper of another, allowing one's own examination paper to be copied, reading without the instructor's consent a copy of the examination prior to the date it is given, giving or receiving unpermitted aid on a take-home examination, use of unauthorized aids, submitting the same work product in more than one course without the express permission of the instructor(s), or disclosing or accepting information if one takes a test at a different time than other students in the same course.

2. **Plagiarism.** This is stealing or using the ideas or writings of another as one's own. It involves failure to acknowledge material copied from others or failure to acknowledge one's indebtedness to another for the gist of important thoughts in a formal statement, written or oral. Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Catalog and the Student Handbook. Charges of violating academic integrity shall be handled according to established student discipline procedures published in the Catalog and the Student Handbook.
G. Incomplete Policy:

A student desiring an incomplete must submit a request to the course instructor or Academic Dean prior to the end of the term. An incomplete grade will be given in a regular course only for legitimate deficiencies due to illness, emergencies or extraordinary reasons acceptable to the professor, including equipment breakdown or shortages, and not because of neglect on the student's part. Incompletes require the final approval of the school dean, or his or her authorized representative. A regular grade will be given by the instructor if all requirements for the course are submitted by the end of the following academic term. The instructor will submit the new grade to the Registrar's office no later than two weeks after the beginning of the subsequent term. If all work is not submitted by the end of the term following the granting of the incomplete, a grade of FX (NP for pass/fail courses) will be posted automatically unless a Request for Extension of Incomplete has been approved and submitted to the Registrar's Office. The FX shall be counted as an F in the computation of the GPA. Any student desiring reinstatement to the course after an FX or NP has been posted must register for the course in a subsequent term and pay the full current tuition for the course.

H. Withdrawal from Course:

A grade of W or WF shall be given to a student who withdraws from a course after the authorized add/drop period up to the end of the semester registered. The designation WF shall be counted as an F in the computation of the GPA; the designation of W shall not be counted in the computation of the GPA. Any student who seeks to complete a course to which a W grade has been posted must register in a subsequent term and pay the full current tuition for the course.

II. Professor Expectations

The educational process is a partnership between professor and student. As such, professors assume obligations to effectively discharge their duties. The list below is a sampling of performance standards that I strive.

<table>
<thead>
<tr>
<th>Professor Performance Dimensions</th>
<th>Standard</th>
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<tbody>
<tr>
<td>Email Communication</td>
<td>• Next business day reply for emails received by 6:00 PM EST</td>
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<tr>
<td></td>
<td>• Two business days for emails received after 6:00 PM EST</td>
</tr>
<tr>
<td>Phone Calls</td>
<td>• Next business day for phone calls received by 6:00 PM EST</td>
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<tr>
<td></td>
<td>• Two business days for phone calls received after 6:00 PM EST</td>
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<tr>
<td>Weekly learning module</td>
<td>• All readings and assignments listed</td>
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<td></td>
<td>• Linked appropriately and accurately</td>
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<tr>
<td>On Campus class discussion</td>
<td>• Invite students to participate (ask questions) and reward students for transparency</td>
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<tr>
<td></td>
<td>• Treat students with respect and dignity</td>
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<td></td>
<td>• Encourage a variety of views and opinions on key issues (open-mindedness). Encourage welcome dissenting views</td>
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Grading of Assignments

- All assignments returned within two weeks of the due date

Feedback on Assignments

- Present clear and specific feedback on all assignments
- Explicitly describe areas that require revision while offering specific suggestions for improvement

Blackboards

- Respond to an average of one in three student posts.
- Review Blackboard postings and provide comments on Monday, Tuesday, Thursday, and Saturday

B. Course Evaluations:

Student course feedback forms offer students a means by which they can provide input in assessing and improving course design and teaching performance. Students assess their instructors in:

1. course competencies, content and instructional methodology;
2. faculty mentoring; and
3. biblical perspectives and advisement.

I review the student evaluations very carefully and commit to making the required adjustments.

III. Requirements: The key to success in any endeavor is determined by several factors portrayed in the following formula:

\[ \text{Success } (f) = \text{Ability} + \text{Effort} + \text{Time} + \text{Random Factors} \]

Student grades are determined by a combination of factors:
1. Quality of work
2. Quantity of work
3. Timeliness of work

<table>
<thead>
<tr>
<th>Class Requirements</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>1. Midterm Exam (take home), (15 typed pages)</td>
<td>30%</td>
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<tr>
<td>2. Final Exam (take home) or case study (15 pages)</td>
<td>30%</td>
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<tr>
<td>4. Management Problem Exercise</td>
<td>10%</td>
</tr>
<tr>
<td>5. Six Group Exercises</td>
<td>25%</td>
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<tr>
<td>7. Class Participation</td>
<td>5%</td>
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RSG Grading Policy in RSG & Cross-Listed Courses

The following grading scale will be used in all courses taught by RSG faculty and those courses cross-listed with RSG regardless of which faculty teaches them. Other Regent schools may have different standards.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Point</th>
<th>Meaning of Grade</th>
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</table>
A  4.00  Superior
A-  3.67  
B+  3.33  
B   3.00  Good
B-  2.67  
C+  2.33  
C   2.00  Poor
F   0.00  Failing

Explanation of Symbols Additional symbols that may be used on any grade report are defined below:

- **W**: Withdrew
- **P**: Pass (Used for pass/fail courses only)
- **NP**: No Pass (Used for pass/fail courses only)
- **I**: Incomplete
- **IP**: In Progress
- **AU**: Audit (No Credit) (Used for audit courses only)
- **WF**: Withdrew Failing
- **FX**: Failure to make up an Incomplete

The instructor determines all grades. The basis for evaluation and grade calculation shall be published in the course syllabus available at the first formal class meeting. Formative grade assessment may utilize systems different than the required system for final grading, as long as the system allows for equitable conversion. The GPA is obtained by dividing the total number of quality points earned by the total number of credit hours attempted exclusive of P/NP, Audit and courses in which an Incomplete or In Progress is assigned. Grades of F, W, WF or Audit may not be used to meet minimum credit hour requirements. Professional development courses such as an internship or practicum will be graded on a P/NP basis.

**IV. Grading Criteria, Take-Home Examinations:**

Each examination will consist of three or four application question. The target length for the exam is 15 pages and the student will have three weeks to complete the assignment. Each question is a response to a management problem based upon the lectures, readings, outside research and the student’s personal experience. To receive full credit for a question, the student must provide the appropriate conceptual framework. A template will be provided later in the class.

**Grading Criteria, Case Study:**

A case study is a valuable learning tool enabling the student to critically and comprehensively analyze a human resource management problem or issue for a present or past place of employment. A case study is a vehicle for exercising creative talents and for presenting a solution to a management problem. An effective case study is specific and concise because many managerial issues are extremely broad and it is easy to bog down. Therefore, your topic must be approved by the instructor before you begin your work. **To receive an A, the student must**
meet all of the following requirements:

a. Twenty page, double-spaced, typed pages using 12 point font and one-inch margins
b. An outline of the topic to be approved by the instructor
c. Paper meets acceptable standards of grammar and structure
d. The paper is clearly cited using the American Psychological Association style. If the case study is not properly cited, appropriate penalties will be assessed. All ideas, facts, and conclusions that are not the author's own intellectual property must be cited. Otherwise, it is plagiarism.

The case study requires the student to complete a comparative organizational analysis of a personnel program or policy. The student will compare a specific personnel practice of the student's past or present employer to another selected organization. That organization can be of any sector, local or national. Original data must be gathered through interviews, questionnaires or other research methods. A successful case study will provide multiple perspectives on the strengths and weaknesses of the personnel process from both labor and management. The paper will have the following structure:

1. A one page introduction describing the organization.
2. Clearly describe the policy, program or management tool and the significance of the problem.
3. A description of the personnel process of both organizations in terms of its design and administration.
4. An evaluation of the strengths and weaknesses of each personnel process based upon a review of documents, interviews, surveys, personal experience and outside research.
5. A complete set of recommendations to improve the efficiency and effectiveness of the personnel processes of both organizations.

The student will receive progressively lower grades as more of the above referenced standards are not met.

Grading Criteria, HR Management Problem Exercise:

Each student will complete a management problem exercise and present the results. This entails proposing a solution to a real-world human resource management problem. Distance education students will present by phone or tape. Additional detail on the assignment will be presented later in the course.

Grading Criteria, Group Exercises:

The six group exercises will require outside class work. Each exercise entails the application of key HR tools, techniques and reflections on policy issues. Each exercise will entail the completion of a group project summary (70% of the grade) and an in-class presentation (30%).

Grading Criteria: Class Participation

Your degree of class participation will be assigned 5 percent of the final grade. I require a good-
faith attempt to contribute to class discussion and the group exercises. Given that the instructor lacks a “participation meter” that objectively records your qualitative and quantitative contributions; you need not feel compelled to participate in every topic discussed in class to receive credit. It simply requires that you interject your views and insights into the class discussion on a regular basis, remain attentive in class, and be an active contributor to group discussions and projects.
## Class Schedule

**Readings Key**  
Pynes = Pynes  
Hays, Kearney and Coggburn = H, K & C  
Zigarelli = Zig.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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</table>
| Week 1 Learning Unit, 8/24| Introduction to HR Management              | 1. Syllabus and Course Schedule  
2. Pynes, Ch. 1  
3. H, K & C, The Setting and Chs 1, 3, 4, 5  
4. Learning Unit 1 Readings | 1. Review syllabus and ask questions                                           |
|                           | Review Syllabus                            |                                                                          |                                                      |
| Week 2 Learning Unit, 8/31| Strategic HR Management                    | 1. Pynes, Chs. 2 & 13  
2. H, K & C, Chs. 7, 11, 16  
3. Learning Unit 2 Readings | Complete Introduction Assignment on Discussion Board Due 8/31              |
|                           |                                            |                                                                          |                                                      |
| Week 3 Learning Unit, 9/7, Labor Day Holiday, No Class | HR Management at the Federal, State and Local Levels | 5. H, K & C, The Setting and Chs 3, 4, 5  
6. Learning Unit 3 Readings |                                                      |
|                           |                                            |                                                                          |                                                      |
| Week 4 Learning Unit, 9/14| Legal Issues and Labor Law                 | 1. Pynes, Ch. 3  
2. Zigarelli, 1-48  
3. H, K & C, Chs. 2, 13, 17  
4. Learning Unit 4 Readings | Group Exercise 1 Due                                                      |
|                           |                                            |                                                                          |                                                      |
| Week 5 Learning Unit, 9/21| Managing a Diverse Workforce               | 1. Pynes, Ch 4  
2. Zigarelli, 49-94  
3. H, K & C, Chs. 14, 15  
4. Learning Unit 5 Readings | Case Study Outline Due 9/21                                                |
|                           |                                            |                                                                          |                                                      |
| Week 6 Learning Unit, 9/28| Job Analysis                                | 1. Pynes, Ch. 6  
2. Zigarelli, 95-150  
3. Learning Unit 6 Readings | Group Exercise 2 Due                                                      |
|                           |                                            |                                                                          |                                                      |
| Week 7 Learning Unit, 10/5| Recruitment & Selection                     | 1. Pynes, Ch. 7  
2. H, K & C, Ch. 6  
3. Learning Unit 6 Readings |                                                      |
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<th>Topic</th>
<th>Readings</th>
<th>Assignment</th>
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</table>
| Week 8 Learning Unit, 10/12 | Training & Development                  | 1. Pynes, Ch. 11  
2. H, K & C, Ch.12 | Group Exercise 3 Due  
Mid-term Exam Due  
10/10 at 11:49 Local Time |
| Week 9, Fall Break, 10/19 |                                         |                                                                          |                                                 |
| Week 10 Learning Unit, 10/26 | Performance Management & Appraisal       | 1. Pynes, Ch. 8  
2. H, K & C, Chs. 8, 10  
3. Learning Unit 10 Readings |                                                 |
| Week 11 Learning Unit, 11/2 | Compensation                            | 1. Pynes, Ch. 9  
2. Learning Unit 11 Readings |                                                 |
| Week 12 Learning Unit, 11/9 | Benefits                                | 1. Pynes, Ch. 10  
2. H, K & C, Ch. 9  
3. Learning Unit 12 Readings | Group Exercise 4 Due                             |
| Week 13 Learning Unit, 11/16 | Health & Safely                         | 1. Learning Unit 13 Readings                                             | Management Problem Exercise Due 11/16          |
| Week 14 Learning Unit, 11/23 | Collective Bargaining                   | 1. Pynes, Ch. 12  
2. H, K & C, Ch. 18  
3. Learning Unit 14 Readings | Group Exercise 5                                      |
| Week 15 Learning Unit, 11/30 | Future and HR Reform                    | 1. Pynes, Ch. 14  
2. H, K & C, Chs. 19, 20  
3. Learning Unit 15 Readings |                                                 |
| Week 16 Learning Unit, 12/7 | Volunteer Management                    | 1. Pynes, Ch. 5  
2. Learning Unit16 Readings | Group Exercise 6 Due                             |

**THIS IS A DRAFT SYLLABUS SUBJECT TO CHANGE**