COURSE INSTRUCTOR:

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COURSE DESCRIPTION:

This course provides an overview of the importance of ethical and values-based foundations of organizations as well as the legal environments in which they operate. Learners acquire greater understanding of and appreciation for the impact of values, ethical behavior, and diverse legal and regulatory requirements on the shaping of leadership style and organizational performance. The servant leadership model is used to help learners recognize the importance of deep commitment to the growth of each individual within his or her institution.

COURSE STUDENT LEARNING OUTCOMES:

The following student learning outcomes will be achieved by this course:

1. Explain how organizational ethical issues affect HR.
2. Describe how the major roles of HR are being transformed due to environmental forces.
3. Outline how strategic HR management is linked to organizational strategy.
5. Discuss job design and common approaches to achieving it.
6. Explain the job analysis process and its importance to other HR functions.
7. Identify the strengths and weaknesses of internal and external recruiting sources.
8. Describe how reliability and validity relate to the section.
9. Analyze the strengths and weaknesses of various selection tools.
10. Define training and discuss why a strategic approach is important.
11. Discuss the four phases of the training process.
12. Analyze performance appraisal systems and identify their strengths and weaknesses.
13. Identify and describe the three general components of total compensation.
14. Explain the basic provisions of FLSA.
15. Discuss the purpose and major functions of OSHA.
16. Explain employment-at-will and the various exceptions/limits to this practice.
17. Understand positive and progressive discipline and when each is appropriate to use.
18. Discuss the purposes of unions and explain the process of unionization.
COURSE TEXTBOOKS:


*CMN students need both books; CEU students just need the Mathis & Jackson text.

COURSE REQUIREMENTS:

Quizzes
In sessions two, three, and four, students will take quizzes covering the prior day’s material.

Cases/Exercises
Students are to complete various cases and/or exercises from Nkomo, Fottler, and McAfee (2011). These assignments will allow students the opportunity to apply the material from the reading and lectures. Responses should fully answer the respective questions. The cases/exercises will be graded based upon the thoroughness and accuracy of the responses. Errors in grammar can result in deductions.

Final Project
Students are to write a 5-7 page paper (double-spaced, one-inch margins, 12-point font, Times New Roman) analyzing the various issues in the Final Project. This project will be distributed in class.

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>45 (3 quizzes x 15 points each)</td>
</tr>
<tr>
<td>Cases/Exercises</td>
<td>35</td>
</tr>
<tr>
<td>Final Project</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Final grade scale:

A+: 100-98  A: 97-94  A-: 93-90  B+: 89-88  B: 87-84  B-: 83-80  C+: 79-78
C: 77-74  C-: 73-70  D+: 69-68  D: 67-64  D-: 63-60  F: 59 and below
Distribution of Student Learning Hours
It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. The time expectations for this course are shown below:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>33</td>
</tr>
<tr>
<td>Class time</td>
<td>26.5</td>
</tr>
<tr>
<td>Final project</td>
<td>20</td>
</tr>
<tr>
<td>Case/exercises</td>
<td>30</td>
</tr>
<tr>
<td>Studying for quizzes</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>112.5</strong></td>
</tr>
</tbody>
</table>

ASSIGNMENTS:

Pre-Assignment (Cases/Exercises)
-In your opinion, what is the HR department’s role? Answer this question before you do the reading. Do not perform research to find an answer; just provide your own thoughts. (approx. 250 words)

-Read the following chapters in the Mathis and Jackson text: Ch. 1, 2, & 3.

-From the Nkomo, Fottler, & McAfee book, complete the following cases/exercises:
  - Case 2 (page 9)
  - Exercise 5 (page 20)
  - Case 26 (page 86)
  - Exercise 17 (page 56)
  - Exercise 19 (page 62)

*All assignments are to be completed individually, even if the directions for a given case/exercise state to complete in groups. There is no maximum or minimum word count; be sure to fully answer the questions. Your entire assignment should be submitted via Connect in ONE Word document with each case/exercise clearly marked by May 11, 2015.

Assignment Schedule for May 18-21
-Monday (May 18): Review Chapters 1, 2, & 3 that you read for the pre-assignment, and bring a copy of your answers to the pre-assignment to class.

-Tuesday (May 19): Quiz & Read Chapters 4, 5, & 6.

-Wednesday (May 20): Quiz & Read Chapters 7 & 8.

-Thursday (May 21): Quiz & Read Chapters 9 & 10.
Post Assignment (Cases/Exercises)
-Using the same guidelines from the Pre Assignment, submit responses to the cases/exercises below via Connect by **June 26** in ONE Word document.

<table>
<thead>
<tr>
<th>Case</th>
<th>Incident</th>
<th>Exercise</th>
<th>Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 (50)</td>
<td>93 (269)</td>
<td>69 (211)</td>
<td>98 (276)</td>
</tr>
<tr>
<td>65 (197)</td>
<td>69 (211)</td>
<td>73 (223)</td>
<td>60 (180)</td>
</tr>
<tr>
<td>52 (159)</td>
<td>57 (172)</td>
<td>60 (180)</td>
<td>34 (109)</td>
</tr>
<tr>
<td>34 (109)</td>
<td>37 (115)</td>
<td>44 (140)</td>
<td></td>
</tr>
</tbody>
</table>

**Final Project**
-Submit in Connect by **July 3**. Details are in the Course Requirements section above.

**Pre-Assignment for CEU students**

To receive 2 hours of CEU credit, an officer must **attend all class sessions and participate in all class activities**. In addition, students must complete the items below.

For the **first class session**, CEU students must complete the following:
-Write a paper explaining the roles that an HR department plays. Write this paper before doing the reading. Do not perform research to find an answer; just provide your own thoughts. Submit as a hardcopy in class. (approx. 250 words)
-Read Chapters 1 - 10 of the Mathis & Jackson text

For the **last class session**, CEU students must complete the following
-Based upon what you have learned from the reading and class, write a paper detailing 4-5 specific HR issues that need attention in the Salvation Army and provide recommendations to correct them. Submit as a hardcopy in class. (approx. 4-5 pages) *It is highly recommended that students get started on the paper prior to arrival.*

*CEU assignments are not given point values (points are received only by degree-seeking students who receive a final grade for the course) but are marked “satisfactory” or “unsatisfactory.”*

**POLICIES:**

**Attendance Policy**
Class attendance is required. In emergency situations, a student may request to the faculty member, with approval by the Associate Director of the Christian Ministry Program, for missed sessions to be audio or video recorded (the student is responsible to provide for this). In addition to the student’s listening/watching the recording, the faculty member may require further work in order to make up for the missed sessions. The student must be in attendance for a minimum of 85% of the class sessions in order for this request to be considered.

**Academic Honesty**
To protect the integrity of your university degree, academic honesty is expected of all students. TNU enforces these standards by dealing with academic dishonesty fairly and firmly. If plagiarism (using another’s statements or thoughts without giving the source appropriate credit) is confirmed, the assignment receives a grade of zero. The assignment is to be resubmitted properly (although the zero grade remains). Cheating on an exam, falsifying documentation, and dishonesty in reporting reading are just a few of the infractions that are grounds for course failure and/or program termination.
Disability Accommodations
Trevecca Nazarene University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008. Students who feel an accommodation for a disability may be needed must schedule a meeting with and submit documentation of the disability to the Coordinator of Disability Services in the Center for Leadership, Calling, and Service, Room 115 or 209.

Late Work Policy
Assignments must be submitted before the due dates. Late assignments will not be accepted.

Electronic Submissions
It is the student’s responsibility to ensure that assignments submit properly in Connect.

Cell Phones/Internet
As a courtesy to the professor and other students, cell phones and internet connections are not to be utilized during class.

Required Paper Format and Product
Papers should conform to MLA standards for citations and formatting. [http://owl.english.purdue.edu/owl/resource/557/01/](http://owl.english.purdue.edu/owl/resource/557/01/). A polished product is expected. Ask yourself:
1. Is the paper clearly written and logically organized?
2. Does it have a coherent argument toward a stated conclusion?
3. Have I, the writer, articulated a definite position of my own?
4. Does the paper follow sound conventions of academic writing, and is it polished?

Academic Support/Writing Help
Writing help is available from Trevecca’s Academic Services Center. Please email your paper to writingservices@trevecca.edu along with the following information:
- Class name
- Specific assignment requirements (or attach the class syllabus)
- Date the paper is due
A writing tutor will read the document and respond with suggestions for improvement. Please allow at least four days for the process.

Disclaimer
Please note that all digital communication content exchanged as part of this course, including email, online discussions, and chat sessions, are the responsibility of and owned solely by the author. It is also understood that all digital exchanges are submitted freely by each student.