

**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS  
COURSE SYLLABUS**

**Course Prefix and Number:** CCL 8153

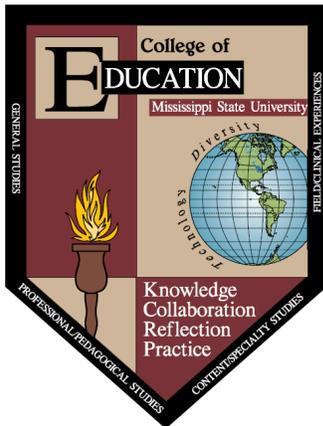
**Course Title:** Human Resources Administration

**Credit hours:** Three (3) Semester Hours

**Type of course:** Lecture (delivered online/intensive weekend)

**Catalog description:** Three hours lecture. Examines the role of the human resources administrator on workforce education leadership; key administrative functions, workforce development, benefits and compensation, and employee relations are analyzed.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

**Course Objectives:**

To successfully complete the course, students are expected to achieve the following objectives.

1. Identify the roles and responsibilities of human resources administration in an organization. (CFPO 3)

2. Identify major human resources theories, models, and research. (CFPO 3, 13, 14)
3. Compare human resources policies and processes in various settings: public, private, domestic, and international. (CFPO 3)
4. Examine current laws impacting human resources compliance, employment and labor relations. (CFPO 3)
5. Examine guidelines and processes for conducting effective assessments and interviews. (CFPO 3, 4)
6. Evaluate methods for developing and managing employee compensation and benefits programs. (CFPO 3, 10)
7. Examine techniques of developing and managing workforce development and employee relations programs within an organization. (CFPO 3, 10)
8. Assess trends and best practices of human resources administration. (CFPO 3, 14)

### **Topics Covered in the Course:**

#### **Content Area**

#### Contemporary Issues in Human Resources Management

1. Definition and importance
2. Changing roles
3. Strategic management of human resources

#### Structured Chat Session

#### Equal Employment Opportunity

1. Equal Employment Opportunity Act
2. Federal laws
3. Local laws

#### Structured Discussion Board Session

#### Employee Planning, Recruitment and Placement

1. Job analysis
2. Recruitment forms
3. Selection process
4. Interviewing candidates
5. Technology implications

#### Structured Chat Session

#### Employee Orientation, Training, and Development

1. Change management
2. Customer service
3. Orientation programs
4. Training and development programs
5. Career development

#### Structured Discussion Board Session

#### Appraising Performance

1. Methods of performance appraisal
2. Effective performance appraisal
3. Electronic appraisal forms

#### Structured Chat Session

#### Compensation

#### **Online, Internet, Web-based**

3 contact hours  
(PowerPoint lectures, e-mail feedback)

1 contact hour

3 contact hours  
(PowerPoint lectures, e-mail feedback)

1 contact hour

3 contact hours  
(PowerPoint lectures, e-mail feedback, case study)

1 contact hour

3 contact hours  
(PowerPoint lectures, e-mail feedback, case study)

1 contact hour

3 contact hours  
(PowerPoint lectures, e-mail feedback, case study)

1 contact hour

3 contact hours

1. Types of compensation	(PowerPoint lectures, e-mail feedback, case study)
2. Pay determinants	
3. Benefits and services	
Structured Discussion Board Session	1 contact hour
Workplace Discipline Management	3 contact hours
1. Dealing with conflict	(PowerPoint lectures, e-mail feedback, case study)
2. Discipline problems/actions	
3. Incivility in the workplace	
4. Employee counseling	
Structured Chat Session	1 contact hour
Communicating with Employees	3 contact hours
1. Employee manual	(PowerPoint lectures, e-mail feedback, case study)
2. Communications media	
3. Electronic mail	
4. Employee monitoring	
Structured Discussion Board Session	1 contact hour
Labor Relations	3 contact hours
1. Labor legislation	(PowerPoint lectures, e-mail feedback, case study)
2. Labor organization	
3. Employee health and safety	
Structured Chat Session	1 contact hour
Global Human Resources Administration	2 contact hours
1. Strategic role	(PowerPoint lectures, e-mail feedback, case study)
2. International labor differences.	
Structured Discussion Board Session	1 contact hour
Case Study Assignments	1 contact hour
	(discussion board, e-mail feedback)
Quizzes (4 Quizzes @ 30 minutes proctored)	2 contact hours
	3 contact hours
Exam (1, 3 hour proctored exam)	
<b>Total</b>	<b>45 contact hours</b>

**Required Text:**

Dessler, G. (2011). *A framework for human resource management* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

**Methods of Instruction:**

Methods of instruction include assigned readings in required text and supplemental materials; multimedia presentations; communication via email, chat, and/or telephone; structured discussion; quizzes; real-world learning projects; exam; and use of technology.

### **Suggested Student Activities:**

1. Read the textbook as well as supplemental readings such as journal articles. View PowerPoint lecture outlines. (Objectives 1-8)
2. Communicate with the instructor and with other students via email, telephone, and/or the chat room. (Objectives 1-8)
3. Participate in on-line discussions. (Objectives 1-8)
4. Complete three case study analysis assignments by providing a diagnosis, evaluation, recommendation for changes, and implementation of an effective strategy. (Objectives 1-8)
5. Complete two written summaries of article reviews on human resources administration related topics by providing the major thesis, supporting arguments, conclusions, and analysis. (Objectives 1-8)
6. Complete four quizzes to determine mastery of important concepts, theories, and best practices in human resources administration. (Objectives 1-8)
7. Complete a final exam. (Objectives 1-8)

### **Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

### **Technology:**

Technology will be used extensively in the course since it is taught online. Students will retrieve information and presentations, link to reading materials, review the requirements for and submit assignments, take quizzes and the exam, participate in discussions, and communicate with the instructor using myCourses. Students will participate in synchronous and asynchronous activities.

### **Diversity:**

Diversity will be addressed in the projects. As students analyze cases, they will consider the issues of diverse learners.

**Disability:**

Students with disabilities will be afforded appropriate accommodations. Contact disability services at 325-3335 or visit the Student Support Services website or office for more information.

**Field Component:**

There will not be a field component in the course.

**Evaluation of Student Progress:**

Evaluation will include the items listed below. The due date for each item is listed on the myCourses site. Students will participate in discussion boards, chat sessions, quizzes, article reviews, case studies, and a final exam. Complete information about each item is listed under *Assignments*. Students' grades are based on the following:

- Four Quizzes 40%
- Five Discussion Board Participation 10%
- Five Chat Sessions 5%
- Article Reviews 10%
- Three Case Studies 15%
- Final Exam 20%

Grading is based on the following scale:

A = 90–100

B = 80-89

C = 70-79

D = 60-69

F = Below 60

**Bibliography:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

Armstrong, M. (Ed). (2006). *A handbook of human resource management practice* (10<sup>th</sup> ed.). Sterling, VA: Kogan Page.

Bohlander, G., & Snell, S. (2009) *Managing human resources* (15<sup>th</sup> ed.). Mason, OH: South-Western.

Cohen, A.M., Brawer, F.B., & Kisker, C.B. (2014). *The American Community College* (6<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.

DeCenzo, D. A., & Robbins, S.P. (2009). *Fundamentals of human resource management* (10<sup>th</sup> ed.). Hoboken, NJ: Wiley.

- Holihan, M. B. (2006). *365 answers about human resources for the small business owner: What every manager needs to know about workplace law*. Ocala, FL: Atlantic Publishing Company.
- Lawler, E. E. (2009). Make human capital a source of competitive advantage. *Organizational Dynamics*, 38(1), 1-7.
- Mathis, R. L., & Jackson, J. H. (2008). *Human resource management* (12<sup>th</sup> ed.). Mason, OH: Thomson SouthWestern.
- Rebore, R. W. (2007). *Human resources administration in education: A management approach* (8<sup>th</sup> ed.). Boston, MA: Pearson Allyn and Bacon.
- Robertson, S. R., & Dayal, V. (2009). When less is more: Managing human resources with reduced staff. *Compensation and Benefits Review*, 41(2), 21-26.
- Stewart, G. L., & Kenneth, G. B. (2008). *Human resource management: Linking strategy to practice*. Hobekin, NJ: Wiley.

### **Journals**

- The Academy of Management Journal*  
*The Academy of Management Review*  
*Community College Journal*  
*Community College Journal of Research and Practice*  
*Community College Review*  
*Human Resource Management*  
*Journal for Applied Research in Community Colleges*  
*Journal of Human Resources*  
*Leadership Quarterly: An International Journal of Political, Social and Behavioral Science*  
*Work, Employment and Society*  
*The Online Journal for Workforce Education and Development*  
*The Online Journal of Adult and Workforce Education*

### **Websites**

- American Society for Training and Development  
 Society for Human Resource Management  
*The Online Journal for Workforce Education and Development*  
*The Online Journal of Adult and Workforce Education*  
 Community College Research Center