

Human Resource Development in the Organizational Context
CJ 632-02

Course Syllabus
Summer II 2008

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C-109

This course is about the design and execution of human resource management strategies within the context of criminal justice organizations. This course has two central themes: (1) How to think systematically and strategically about aspects of managing the criminal justice organization's human assets, and (2) What really needs to be done to implement these policies in order to achieve maximum departmental efficiency.

This course is designed to be integrative, drawing upon foundational material to which you have been exposed in core curriculum courses. Our orientation will be both analytical and managerial, focusing on the development of concepts and strategies that can increase your effectiveness in developing policies and practices that management can use to enhance the value of the people in their criminal justice organizations.

To integrate the conceptual and applied material the primary course material will be a series of cases illustrating a host of relevant criminal justice organizational challenges along with weekly blackboard discussions. Each case will provide an opportunity to use the conceptual material in an analytic way. To help focus your analysis, a set of study questions for each case is included at the end. These will be used to guide your case preparation.

It is important that we take advantage of the experience of class members. So, where relevant, please feel free to bring your own experiences and illustrations into the class discussions. Throughout the course, virtually in every discussion, we will consider how what we are discussing differs across settings. If we are to meet our goal of increasing effectiveness in managing human resources, it is important to explore how, why, and under what circumstances various approaches work. Your previous experiences, both positive and negative, are valuable sources for this online learning process. Welcome to Human Resource Development in the Organizational Context.

Course Objectives

- Discuss the unique aspects of human resources strategic planning within the context of criminal justice organizations.
- Apply the principles of employment law and ethics to the multiplicity of challenges that impact the creation of human assets in public organizations.
- Understand current human resource strategies with respect to recruitment, selection, development, evaluation, and compensation.
- Diagnose labor-management relation issues with respect to union organizing efforts and contract dispute resolution.
- Appreciate the options available to human resource managers in implementing high performance work systems in the public sector.
- Show sensitivity to the challenges that confront criminal justice human resource managers working in the global environment.
- Comprehend the human resource issues that impact public governance.

Required Texts:

- Noe, R., Hollenbeck, J., Gerhart, B., & Wright, P. (2008). Human resource management: Gaining a competitive advantage. 6th Edition. New York: McGraw-Hill Irwin.
- Reeves, T. (2006). Cases in public human resource management. 2nd Edition. California: Thomson Wadsworth.

Online Expectations

This online course is based on interactive teaching, learning, and communication. We will actively contribute to one another's learning through critical dialogue, integrative and collaborative learning. In order to take full advantage of the experiences and resources that this online course has to offer, you are expected to participate within the courseroom each week. To acquire knowledge and build skills, you are expected to:

- Read and become familiar with the course syllabus and expectations.
- Keep up with assignments and readings.
- Ask for clarifications about material or course expectations.
- Analyze assigned readings and offer thoughtful interpretations.
- Read all courseroom postings.
- Make a minimum of two substantive postings per week. That is, contribute postings that add to and advance the quality of the discussion.
- Engage other classmates by responding to their postings.
- Be respectful of diverse perspectives and refrain from making inappropriate comments in courseroom discussions and personal interactions.

Discussion Scoring Guide

Each week in this course has at least one topic for an online discussion. To maximize your learning, you are expected to participate actively in the discussion to the extent of contributing a response of at least 250 words to **each** question and **two** reactions to your other classmates' responses on **each** question. You may involve yourself in as much discussion as you wish, there is no upper limit. Your responses to your classmates postings should:

- Add to the substance of the posting.
- Request clarification.
- Provide a different perspective or challenge the assertions made by providing real or hypothetical scenarios that the original posting does not adequately address.

Offer your suggestions on how to improve or expand on the posting in a nonjudgmental manner, and, above all else, provide encouragement. Remember, the purpose of course discussions is to stimulate academic debate. At the same time, it is also good practice to provide supportive comments, which everyone appreciates.

Make your initial postings by Wednesday of each week. Timely postings are very important because they promote discussion. Late postings are usually made in isolation and do not contribute to the debate, and they result in a lower grade. When reviewing the postings of your classmates, please look for good content and clarity.

Grades: Your final grade will be based on the following formula-

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|-----------------------------|-----|
| 1. Discussion Participation | 60% |
| 2. Case Studies | 40% |

Final Course Grade:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 50 - 59

Group Case Study

You will work in your groups to provide a comprehensive analysis and response to major criminal justice related human resource issues. Within your groups you must come to a consensus on how to answer the discussion questions that are at the end of each case. Case studies must be submitted by 11:59 am on Sunday of each week.

Late and Make-Up Assignments: In fairness to the entire class, make-up examinations and late assignments will NOT be permitted without proof of mitigating circumstances.

Academic Dishonesty: includes cheating, collusion and plagiarism. It is a serious offense that at the very least will result in a failing grade on the assignment in question.

Examples include: (1) Receiving or providing unauthorized assistance on an exam; (2) Using notes or other forms of unauthorized materials during an exam; (3) Submitting an assignment as one's own work that has been written in whole or in part by another; (4) Failing to properly indicate sources of borrowed words or ideas. For more information refer to "Code of Student Conduct and Discipline" in your SHSU student guidelines handbook.

Disabled Student Policy: Students with a disability that affects their academic performance are expected to arrange a conference with the instructor in order that appropriate strategies are developed to ensure that participation and achievement opportunities are not impaired. For additional assistance or information contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students at 936-294-1720. Please refer to the following website for additional information. (Services for disabled students:
<http://www.shsu.edu/~counsel/sswd.html>

Student Absences on Religious Holy Day Policy: Section 51.911 of the Texas Education Code requires that an institution of higher education shall allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The student, not later than the 15th calendar day after the first day of the semester, or the 7th calendar day of a summer session, must notify the instructor of each scheduled class day that he/she would be absent for a religious holy day. Refer to the Academic Calendar for the deadline date for notification by students to the faculty members of the student's intent to be absent on religious holy days.

Email: Emails sent through Blackboard and other university systems accessible to me are sent to your student account. It is YOUR responsibility to check your account regularly and to make sure it's accepting messages. Place your full name, class title and class time in the subject line. I do not know who stdabc123 is. If these things are not there, I will not open the email.

Blackboard: Expect that some of our communications and assignments will be conducted in this way. Handouts, PowerPoint's, updates, etc. will always be available via Blackboard. If you are not proficient, please get with me or see me for a tutorial.

Writing Center: Located in Wilson 114, and open Monday-Thursday from 8 a.m. until 7 p.m. Writing tutors will work with you one-on-one to help you generate, organize, or revise a draft of any assignment in any subject. You can drop by to work with a tutor or call 936-294-3680 to schedule an appointment.

Students are responsible for abiding by all published rules and regulations as printed in the "Undergraduate Catalogue, Student Guidelines," and in other official university publications.

Course Schedule

Week 1: July 8 – July 13

Introduction, Conceptual Framework, Syllabus Overview, Team Formations, Assignment of Cases

- **Readings:** Chapter 1 & 3
- **Group Assignment:** Read case studies 12, 13, & 15 from the Reeves text and submit your responses by 11:59 pm on 7.13.08 night. You are to propose responses to discussion questions at the end of each case.

Week 2: July 14 – July 20

Selection & Placement

- **Reading:** Chapter 6

Week 3: July 21 – July 27

Training & Development

- **Readings:** Chapter 7 & 9
- **Group Assignment:** Case Study 19. Due by 11:59 pm on 7.27.08

Week 4: July 28 – August 3

Compensation & Benefits

- **Readings:** Chapters 12 & 13
- **Group Assignment:** Case Study 4. Due by 11:59 pm on 8.3.08

Week 5: August 4 – August 7

Employee & Labor Relations

- **Readings:** Chapter 14
- **Group Assignment:** Case Study 9 & 10. Due by 11:59 pm on 8.6.08