

**Human Resource Management for
DoD Security**
(CDSE ED 506)
Defense Security Service (DSS)
Center for Development of Security Excellence (CDSE)

Sample Course Syllabus*

1.0. Course Description/Overview

One of the complexities of and challenges for leadership and management in security programs in the DoD is human resource management (HRM). While the processes and procedures are well defined in a variety of laws, instructions, and policies, few managers are fully aware of the myriad requirements and responsibilities that apply to leadership. Even fewer are expert enough to leverage their knowledge to their and their organization's full benefit. Understanding HRM at an appropriate technical level is necessary to ensure compliance, provide open communication between management and workforce, ensure fair and equitable treatment for everyone, and give the workforce an understanding of the variety of career paths they can pursue and enjoy as well as the levels of performance and accomplishment they can aspire to.

All managers and leaders are responsible for effective HRM and are bound by established authorities and directives. Beyond compliance requirements, leaders are responsible for continually assessing their workforce against standards of the mission. In other words, what type(s) of skill set(s) and how many of them are necessary to effectively complete the required work, and the standards of performance – how well the workforce accomplishes the required work? Understanding HRM at the enterprise level is necessary to take full advantage of the opportunities available to leadership to successfully size, develop, motivate, and lead a workforce that is efficient, effective, and dedicated to mission success.

This course is designed to inform students about HRM as they will experience it in leadership positions within the variety of security programs within the DoD. The course will first introduce (or in some cases reintroduce) students to the fundamentals or “basics” of HRM, covering areas such as the employment process, compensation and benefits, employee management (recruiting, staffing, performance reviews, etc.), training and development, employee relations, etc. Using this introduction as the foundation, the course will then dig deeper into the more complex and less well defined areas of HRM, to provide students with the opportunity to apply concepts, theories, and best practices to the challenges they will face in more senior leadership positions.

In addition to the requirements for senior security leaders to effectively manage their workforce, it is also important that they understand the impact security philosophy and policy has on HRM in the non-security programs within the DoD. This course will include an

*Sample syllabus is subject to change each semester.

examination of how security requirements and programs guide and influence HRM in DoD and with key stakeholders, such as the Defense Industrial Base.

The course will close by considering the future challenges security leaders will face in HRM, such as: aging workforce, decreasing budgets, political pressures, and the impact of technology. The lectures, readings, and assignments completed during the course should enable the students to engage in a healthy and informed discussion of the factors driving the future HRM environment.

Because this class is designed for security professionals with varying levels of expertise in differing security disciplines, it is anticipated that the combined efforts of all class participants will stimulate discussion and the exchange of ideas while driving the learning environment. Accordingly, adequate class preparation will be required to successfully complete this course.

1.1. Credits Conferred

This course will be designed to equate to three credit hours at the graduate level.

1.2. Target Audience/Prerequisites

This course is intended for DoD civilian and military, personnel who perform security leadership and management duties. It is assumed that all students will be prepared to take on graduate-level work in the security field.

1.3. Student Outcomes/Objectives

At the end of this course, students will be expected to

- Analyze the broad fundamental components of HRM
- Interpret the primary compliance requirements of HRM programs (areas such as ethics, equal opportunity, sexual harassment, and legal considerations)
- Compare and contrast the roles of the key authorities and organizations involved in establishing and maintaining the security workforce
- Assess the process(es) to build a security workforce (to include manpower allocation factors, career ladders, position descriptions, professional development plans, training and education, certifications (i.e., SPēD), etc.
- Describe the components of HRM unique to security programs within the DoD (i.e., occupational codes and position designations, unique hiring requirements, personnel and information security implications, etc.)
- Assess and discuss the essential issues in security workforce development and performance management programs
- Categorize the components of a strategic human capital management plan

- Distinguish and predict current and future challenges and issues in HRM (areas such as reductions in force, military to civilian conversions (and vice versa), employee motivation, unions, the impact of information technology, etc.)
- Describe the impact of security on HRM programs in non-security disciplines, specifically characterizing the HRM professional's responsibility for understanding and complying with security requirements; define the role security professionals have with regard to non-security HRM programs

1.4. Delivery Method

This is a graduate-level distance-learning course in human resource management as it impacts both security and non-security personnel programs. The course will consist of readings, prerecorded lectures and presentations, asynchronous sessions, participation in the discussion forum, a graded research paper, two quizzes, and a final exam.

Because this is a 3 credit hour equivalent course, the contact time over the 16 weeks should be approximately 30 hours. A typical week will include a 30-45 minute prerecorded lecture; it will be followed by either a quiz (about one hour duration to complete) or an on-line discussion forum. Generally a discussion will be based on instructor-provided discussion question(s) with each student providing a response and then commenting on other student inputs. This discussion format will constitute the second contact hour of each lesson (for 10 lessons).

Students should be prepared to critically discuss and debate the readings as well as analyze them for biases and multiple perspectives. Students should be prepared to examine and re-examine their current perspectives and philosophies on HRM and tie analysis and discussion to personal experience.

In addition to any assigned texts, the course readings will draw from a variety of resources, such as authoritative readings (legislation, executive orders, policies, plans and strategies, and journals), implementation readings (government products that are responsive to or attempt to fulfill the requirements of authoritative documents), and external reviews (from the U.S. Government Accountability Office, Congressional Research Service, or other agency or office).

Students will be expected to do analysis and present their analysis, conclusions and recommendations at the graduate level in this course. To provide a substantial research capability to all students in the program, a number of internet-accessible research sites will be sent to each student prior to the first lesson. The primary research site will be the CiteULike virtual library. Students will also receive information for signing on to approximately a dozen other research sites or databases relevant to security and defense studies; one example would be opening an account with the Defense Technical Information Center (DTIC). This will ensure that every student has more than enough resources to do the analysis expected in this course. The instructor may provide additional research sources or sites. Students are also encouraged to make use of library and research sources available to them in their own geographical area or through their own professional or academic networks (such as the Pentagon and NDU libraries).

1.5. General Course Requirements

Class participation is both important and required. If, due to an emergency, students are not able to respond to a discussion prompt in the week it is assigned, they must contact the instructor by e-mail and will be expected to post their response in the following week.

Assignments (Quizzes, Case Studies and the Final Exam) must be posted in the Sakai CLE by 2359 on the day they are due. Class participation discussions must be posted in accordance with the instructions in the Class Participation paragraph in 2.7 below. It is expected that assignments will be submitted on time; however, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should contact the instructor in a timely fashion.

1.6. Grading

The following provides an approximate breakdown of how each assignment contributes to the overall performance in the class.

Class participation (via online discussion)	30%
Quizzes (two/10% each)	20%
Case Studies	30%
Final exam	20%

A letter grade will be assigned to each graded assignment, following the grading scale below:

- A = 90% – 100%
- B = 80% – 89%
- C = 70% – 79%
- D = 60% – 69%
- F = 59% and below

Evaluation criteria for discussion question responses are listed below.

ASSIGNMENT EVALUATION CRITERIA
• Uses complete sentences
• Uses proper grammar structure
• Responses reflect depth of thought and critical thinking skills
• Integrates material from class/readings into responses
• Provides coherent and reasoned responses to all questions
• Integrates real world examples into responses
• Meets submission timeline

Class Participation (30%):

To meet the requirement for sufficient contact time each week, there will be a combination of recorded lectures by the instructor along with online discussions by and among the students. This approach will be true for ten of the lessons. In a typical weekly lesson, the lectures will be 30 to 45 minutes long (the student is welcome to review the presentation in smaller periods if desired). The students will then be presented two or three discussion questions for response to the instructor and then will comment on the inputs from two other students. Discussion questions are provided in the lesson descriptions to allow students to think about their responses as they complete their readings and listen to the lectures. Answers must be developed to the extent necessary to defend the student's hypothesis or position; simple yes or no answers with little support will not be accepted. Each of these ten weekly online discussions is worth 30 points (on a 1000 point scale). The 30 points will be allocated based on the initial student response and the student's subsequent comments/responses on other student's responses, and/or questions/comments from the instructor. Initial responses to the discussion questions will be due by 1200 EST on Thursday of the lesson week, with follow up comments/discussion due by 2100 EST on the following Sunday. After the first lesson, the time to complete this online response/comment is generally one hour; exceptions will be noted in individual lessons.

Quizzes (20%):

Two quizzes will take place during the course at select intervals. Each quiz will be the equivalent of one hour of contact time and worth ten percent of the overall grade (100 points out of 1000). The quizzes will be three to five short essays (one to two paragraphs).

Case Studies (30%):

Two case studies will be provided to the student to analyze and *respond to*. The case studies will present an HRM challenge or issue, requiring the student to identify and analyze the appropriate HRM components, considerations and issues within the case, and develop options for and/or solutions to the identified issues. Responses will be 5 – 10 pages long. Specific instructions will be provided with each case study.

Final Exam (20%):

Students will take a final exam during lesson 15 of the course. The exam will cover all the material in the course to include material presented in lesson 15, and will be taken on-line via Sakai. The exam will consist of multiple choice, short answer and short essay questions.

1.7. Course Textbooks

The two primary texts for this course:

Steven Condrey's (ed) *Handbook of Human Resource Management in Government*, 3rd edition,

Ronald Sims' (ed) *Human Resource Management*.

Condrey's text has been lauded by distinguished members of the American Society for Public Administration as an "essential tool" and a "must read" for graduate students interested in this field. It presents key and current issues in HRM in the government, and provides in-depth analysis and commentary from some of the most respected educators and writers in the field of public administration and human resource management. Sims' text is "a volume in contemporary human resource management: issues, challenges and opportunities." Chapters are written by some of the leading practitioners and academicians in the field of HRM.

To provide readings that are directly relevant to HRM in both security and in the DoD, we are gathering information from a variety of sources, to include government agency websites (i.e. opm.gov,) professional publication and trade journals, and military service and government instructions, manuals and pamphlets. Additional readings for this course will draw from a variety of resources, such as authoritative readings (legislation, executive orders, policies, plans and strategies, and journals), implementation readings (government products that are responsive to or attempt to fulfill the requirements of authoritative documents), and external reviews (from the U.S. Government Accountability Office, Congressional Research Service, or other agency or office). All developed readings will be posted in the on-line library.

Additional but not required texts:

The Chicago Manual of Style, 16th Edition, Chicago: University of Chicago Press, 2010.

1.8. Course Outline

See the weekly course agenda.