Course Syllabus: PUAD 522 Human Resource Management

Professor:
Dr. Adam Brewer
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Office Hours: Tuesday 1-2pm, Wednesday 1-2pm, Thursday 3-4pm (if remote, by appointment)

Communication with Professor:
The professor can be reached via email from 8am-5pm (M-F) for course inquiries. Please allow for up to 24 hours for a response. Unless an emergency, student email inquiries sent over the weekend, will be addressed on Mondays.

Course Description:
This course examines human resource management by focusing on the managerial, legal, political, legal, and ethical dimensions of personnel decision making. The focus of the class will be on the tangible skills surrounding public personnel (negotiation, writing job descriptions, writing diversity plans, social media policies, and evaluating employees, etc.). The course also deals with many controversial issues facing contemporary public personnel managers including sexual harassment, speech religion/spirituality in the workplace, social media, disability, and affirmative action. The teaching philosophy of the course is grounded in a case based and problem-solving approach. As a current or future public administrator, much of your daily work life revolves around solving problems and dealing with various dilemmas. Thus, in this class, you will grapple with real-life personnel cases and apply the theory in search of effective resolutions.

Course Learning Objectives:
1. Understand the major concepts driving human resource management
2. Apply theory to practice (knowledge to inform your current or future career)
3. Be able to work well within a teamwork environment
4. Demonstrate the skill of conducting a written analysis complete with recommendations.
5. Demonstrate the skill of writing to an audience of fellow public administrators, elected officials, non-profit boards, and others.
6. Demonstrate the skill of doing basic legal research necessary for public administration personnel management.
7. Become more culturally aware and prepared to manage in an increasingly diverse public workplace

In exploring these, the course will introduce and develop core national (NASPAA) MPA competencies to **communicate and interact productively with a diverse and changing workforce and citizenry.**
Course Materials:
2. Fisher and Ury. Getting to Yes: Negotiating Agreement Without Giving In

Course Assignments:

Course Materials (Preparation):
I have provided you with course reading material that I believe will enhance your understanding of the field of policy analysis and provide you with real experience dealing with the challenges of practicing human resource management. I expect you to complete ALL of the reading each week. It will be impossible to complete the assignments without completing the reading and it will be easy to tell who has completed the reading and who has not given the nature of the assignments. I suggest starting early to give yourself enough time.

Team Discussions:
Details for Discussion Leader: Each student will serve as the discussion leader once. As the discussion leader, you “add a new topic” and pose your question(s) to your team based upon the readings by 11:59p.m. (MST) on Tuesday night. This means that for the week you are discussion leader, you will need to begin the reading material for that week earlier than normal. It is the student’s responsibility to post on time and failure to post your question(s) by 11:59pm on Tuesday will result in zero points and forfeit your obligation to serve as a discussion leader for the semester. Please plan accordingly. Discussion questions should be based in some aspect of the reading and invite students to consider concepts/theories more deeply. As the discussion leader, you will be expected to take a much more active role in facilitating the discussion among your classmates. Connect student posts back to the course materials and ask follow-up questions. I will be there along with you facilitating the discussion. You should also participate as normal on other discussion threads during that week.

Details for Discussion Respondent: If you are not the assigned discussion leader (which is most of the time), you are the respondent. You are required to respond to all of the questions posed by the discussion leaders by Wednesday night 11:59p.m. (MST). This means that you must be completed with the reading materials and the weekly lecture before this deadline. After Wednesday and until Saturday night, students are expected to make multiple substantive posts to their classmates and carry on a discussion with them. While the class discussion board hours are open 24 hours, I require that students send comments early to provide ample time for the exchange of ideas. Thus, if you wait until 10p.m Saturday to finally post your replies, this will reflect poorly on your overall performance. It should be noted that I do not have a set number of discussion posts that you must write in order to successfully complete this assignment. Such stringent measures often stifle discussion. At the end of each week, I will look at your participation on the discussion board holistically. Your initial posts on Wednesday and multiple reply posts that you make subsequently during the week should be thoughtful and substantive. This is not to say that you can’t make posts that are less substantive but only that I should be able to see that you were an active participant throughout the week. Importantly, if someone comments on a post you previously made, you should respond as quickly as possible. One of the
biggest issues I have seen on discussion boards are students not replying back to comments made to them. This is not how a discussion would work in the “real” world and it should not be how a discussion works in the “digital” world. Lastly, the discussion boards show me how much you engaged with the reading for the week. You should consistently reference the readings in your comments and connect them with your own ideas and thoughts. However, avoid writing such long posts that your classmates opt to overlook them (limit to 250 words each).

**Case Write-Ups:**
These assignments (six in total) will provide you with the opportunity to apply your understanding of the theory to practice by simulating real world experiences with human resource management. You will be presented with six complex HRM cases (based on real life situations) in which you will be required to analyze and write about. The cases and subsequent assignment directions are provided on Moodle (Weeks 4, 6, 9, 11, 12, 14). In conjunction with these written assignments, students will have the opportunity to meet with a group of other students and the instructor on Zoom before the write-ups (2, 4, 6) are due to discuss the cases in more detail and share ideas. These Zoom meetings will take place earlier in the week at a convenient time for the student. The instructor will supply a sign-up sheet (google doc) at the beginning of the semester allowing students to choose a time that works for them. The meetings should not last longer than 45 minutes. If you are unable to attend a meeting due to a work commitment, vacation, illness, etc., please contact the instructor for an accommodation.

**HRM Team Exercises:**
For these exercises, you will learn how to (1) write an employee speech/social media policy (2) develop an organizational diversity plan (3) draft a job listing (4) and formulate a performance appraisal form. Directions for these assignments can be found on Moodle (Weeks 7, 8, 13, and 15). Students will work in teams of 4–5 students to complete these assignment. Students are expected to take the initiative to reach out to teammates, coordinate, and follow through. Zoom and Google Docs are two helpful resources for coordinating with members of your team. The teams will be assigned after the first week of the semester. If you are unable to meet with teammates due to a work commitment, vacation, illness, etc., please contact the instructor for an accommodation.

**Student Presentations:**
For this assignment, you will act as if you are the head of your Human Resources Department. You have a group of new hires in your department and you want to train them in some aspect of human resources. You will select one aspect of HRM from the semester and prepare a 5-minute presentation. During the final week of the semester, you will “train” us in the audience on your selected HRM topic. The five minute presentation should utilize some sort of artifact (i.e. powerpoint presentation or handout). Presentations will be completed via Zoom with a group of 4–5 of your classmates. Please see Moodle (Week 16) for more specific expectations regarding this assignment.

**Course Grading Contract:**
This course uses a form of grading called contract grading. There are no points or letter grades in this course, aside from the final letter grade you earn at the end. The premise of contract grading is that if you do the work required to earn a B, you will see enormous gains in your learning. Traditional grading systems encourage you to work for “points,” as if learning were a game
whose goal was to get a certain grade. Contract grading provides you with reassurance that if you complete all of the assigned work, you will earn at least a B (which is all you need to be in good standing in our department). This can free you up to focus on your learning, not your grade. To put this system of grading in context, consider how your performance is evaluated in your own workplace. In most workplaces, you generally do not receive feedback in the form of a score on individual tasks, but instead are given qualitative feedback on tasks with a possible numerical value attached in a comprehensive review.

During the semester I will not assign grades or scores to individual assignments; instead I will provide written or verbal feedback on the assignments that you turn in. In my feedback I will identify the strong aspects of the assignment, point out information or concepts that were missing from your assignment, and/or suggest additional work (thinking, writing, reading, etc.) that you need to do in order to improve your understanding of the topic. Ideally this feedback will help you deepen your understanding of the material and concepts. See below for descriptions of the grading criteria.

Earning a C (Not meeting expectations)
You will earn a C in this class if you miss any assignment, submit assignments late, lack adequate participation on the class discussions, submit writing that is not college level work, or fail to adequately follow the assignment directions in some way. These examples are considered “not meeting expectations”. If you submit an assignment that is not meeting expectations, I will afford you one opportunity to make revisions until the assignment meets expectations. You also risk earning a C if you are unable to keep up with the course materials and complete them in their entirety.

To Earn a B (Meeting expectations)
You will earn a B in the class if you complete all of the work in the class (including the reading) on time and with sincere effort. This means staying current with the reading each week, actively participating in each class discussion, submitting all assignments on time, and actively participating in your assigned team and during the final presentation meetings. To earn a B, I expect your writing to reflect college level work including the use of outside sources as support, the proper citation of those sources, and no spelling or grammatical errors. I will let you know that your work is at this level by telling you that your submission “meets expectations” in the assignment feedback. The average final grade for the class will be a B.

To Earn an A (Exceeding expectations)
You will earn an A in the class if you do all of what is required for a B and show excellence in your work. Some features I look for in A work include:

- Strong critical thinking, including the ability to understand and respond to other views
- Writing that shows critical reading and careful rereading
- Ideas that are uniquely your own, not just repeated from class discussions
- Taking risks in your writing (trying a new technique or a more challenging approach)
- Clear sentences, careful proofreading, and well-integrated quotes
In class discussions, I’ll look for evidence that you’re stretching beyond your usual ways of participating. If participating is hard for you, try to confront that fear with small steps such as asking questions. If participating is easy for you, try to hold back more and listen to others.

Mid Semester Check-In
Around Week 6 of the semester, I’ll ask you to complete a written self-assessment. In this evaluation, you’ll tell me how you are doing in the class in terms of your effort, completion of the course materials, and overall participation. You are also welcome to share any challenges you’re experiencing in the class and how you plan to overcome them. You will then be required to meet with me in my office to discuss your evaluation and how you can continue to meet the expectations of the course.

Final Check-In
During the last week of the semester, you will complete a final self-assessment that will allow you once again to account for your performance over the second half of the semester. I will contact you after you submit this to let you know if I agree with your assessment of your performance.

Important Policies and Expectations

Time Commitment
In higher education, the standard for work outside of class is this: for every credit hour taken, you should spend 2-3 hours outside of class per week. That means for a 3-credit course, you should end up spending about 6-9 hours outside of class each week on average. For an online course, time spent “in class” includes any activities involving other classmates (team discussions and team exercises) or watching the Mini Lectures. “Outside of class” includes readings and individual written assignments.

Guidelines for Written Work
All written assignments should meet the following criteria unless otherwise noted in the assignment instructions or the professor:

1. All work must be typed, single-spaced, utilize 12 point times new roman font, and have one-inch margins.

2. Citations should follow a proper style guidelines such as, but not limited to, MLA, Chicago, or APA (in-text citations and a reference page are necessary).

3. Assignments are due on the date/time listed in the course schedule; late assignments will not be accepted,

4. All assignments must be turned in electronically via Microsoft Word (not as a PDF). If the instructor cannot open the document, the student will not receive a grade. Submission of assignments via e-mail will not be accepted unless specific arrangements have been made.

5. Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.
6. Student collusion is not allowed for individual assignments (unless working in an approved team) and will be treated as an act of plagiarism.

**Note on Technology**
No “technology problem” excuses will be accepted in this class. That is, you cannot blame your failure to complete an assignment on time on “computer/internet/Moodle issues” (unless it was one that affected the whole class, in which case we will address the issue on a class-wide basis). Make sure to back up your work, perhaps using Microsoft OneDrive on your computers or UMBox/Dropbox.

**Note on Late Work**
Late assignments are not accepted. Extensions are only provided for two circumstances. (1) If an emergency situation arises and you inform me BEFORE the due date, then I will consider your circumstances and make a decision; (2) If you have a disability AND have sent me an accommodation letter from Disability Services. The best way to prevent the possibility of submitting an assignment late is to plan ahead.

**Note on Debate Ethics**
Some of the issues we discuss in this class are controversial with multiple, and sometimes divisive points of view. Although you may already have an established opinion on a particular topic, you are encouraged to consider other points of view and the strengths/weaknesses of your own. Additionally, as we discuss controversial topics, you are expected to respect the points of view of your fellow students. Respect is shown in the manner you address other students and the words you use to carry your point across. In an increasingly uncivil political environment in the U.S., civility will be maintained in this class so as to elevate the educational experience of all present.

**Note on Academic Honesty**
Students must follow the University’s policies for academic dishonesty. All work submitted must be your own; no duplicate work (work completed for another class) will not be accepted. Acts of cheating or plagiarism will result in a grade of zero for the assignment. Moreover, acts of plagiarism will also be reported to the Academic Court. To avoid acts of plagiarism, cite each reference or source you use and give proper credit for the ideas, opinions, and findings of others. When you are using the exact words of others, you must use quotation marks and include the page number where you found the quote in your citation. For help on avoiding plagiarism, see the following resources from the UM Writing and Public Speaking Center.

**Note on Sexual Misconduct**
UM prohibits sex discrimination against any participant in its education programs or activities. Prohibited sex discrimination includes incidents of sexual harassment (including sexual violence), dating violence, domestic violence, sexual assault, and stalking (collectively “sexual misconduct”). As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. University policy requires that I report all incidents of sexual misconduct that come to my attention. If you encounter sexual misconduct, please contact the Title IX Coordinator at (406)243-5710. Additional information about sexual misconduct and available resources can be found on the UM Office of Equal Opportunity and Affirmative Action website.
Note on Student Disability Related Needs
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that adversely affects your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Cultural Leave Policy
UM has a Cultural and Ceremonial Leave Policy: “Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student’s customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student’s attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.”

Land Statement
The University of Montana acknowledges that we are in the aboriginal territories of the Salish and Kalispel people.

Course Calendar:
Week 1: Introduction & History (Jan-18)
- **Preparation:**
  1. Read Course Syllabus
  2. Attend Course Orientation on Zoom
  3. Read Battaglio Ch. 1-2
  4. Read Taylor (excerpts from scientific management)
  5. Read Van Riper
  6. Watch Mini Lecture
- **Due:**
  1. Beginning of semester questionnaire due Sat 11:59pm

Week 2: Civil Service Reform & Minnowbrook (Jan 19-25)
- **Preparation:**
  1. Read Shafritz et al.
  2. Read Williams and Bowman
  3. Read Gooden and Portillo
  4. Read Guy
  5. Watch Mini Lecture
- **Due:**
  1. None
Week 3: Perspectives in HRM (Jan 26-Feb 1)

- **Preparation:**
  1. Read Rosenbloom
  2. Read Cooper
  3. Read Callaghan
  4. Start reading Fisher and Ury book
  5. Watch Mini Lecture

- **Due:**
  1. Team Discussion: Initial posts due Wed 11:59pm. Reply posts due Sat 11:59pm

Week 4: Negotiation in HRM (Feb 2-8)

- **Preparation:**
  1. Read Fisher and Ury book
  2. Read Case 1: Replacing the City Planner
  3. Watch Mini Lecture

- **Due:**
  1. Large Case Write-Up 1 due Sat 11:59pm

Week 5: Civil Liberties in HRM (Feb 9-15)

- **Preparation:**
  1. Read Battaglio Ch. 3
  2. Kleinshmit and Kim
  3. Read Jacobson & Tufts
  4. Read Tufts & Jacobson
  5. Watch Mini Lecture

- **Due:**
  1. None

Week 6: Civil Rights in HRM, Affirmative Action (Feb 16-22)

- **Preparation:**
  1. Read Battaglio Ch. 4
  2. Read Ricucci 1987
  3. Read Robinson
  4. Read Case 2: Social Media and the Public Sector Workplace: The Case of Facebook and the City Planner
  5. Watch Mini Lecture
  6. Attend Case Discussion on Zoom

- **Due:**
  1. Large Case Write-Up 2 due Sat 11:59pm
  2. Midterm Self-Assessment Sat 11:59pm

Week 7: Civil Rights in HRM, Disabilities (Feb 23-29)

- **Preparation:**
  1. Read Greenlaw and Kohl
  2. Read Crampton and Hodge
  3. Watch Mini Lecture
Due:
1. Team Exercise: Personal Social Media Policy due Sat 11:59pm

Week 8: Civil Rights in HRM, Diversity (Mar 1-7)
- Preparation:
  1. Read Bell et al.
  2. Read Soldan and Nankervis 2014
  3. Start Whittenbury book
  4. Watch Mini Lecture
- Due:
  1. Team Exercise: Diversity Plan due Sat 11:59pm

Week 9: Civil Rights in HRM, Sexual Harassment (Mar 8-14)
- Preparation:
  1. Read Whittenbury book
  2. Read Case 3: The Disabled Parks Employee
  3. Watch Mini Lecture
- Due:
  1. Team Discussion: Initial posts due Wed 11:59pm. Reply posts due Sat 11:59pm
  2. Large Case Write-Up 3 due Sat 11:59pm

Week 10: Spring Break (Mar 15-21/No Class)

Week 11: Recruitment in HRM (Mar 22-28)
- Preparation:
  1. Read Battaglio Ch. 5
  2. Read Christensen et al.
  3. Read Case 4: The Cardiac Hospital Team
  4. Watch Mini Lecture
  5. Attend Case Discussion on Zoom
- Due:
  1. Large Case Write-Up 4 due Sat 11:59pm

Week 12: Pay and Benefits in HRM (Mar 29-Apr 4)
- Preparation:
  1. Read Battaglio Ch. 6
  2. Read Roberts
  3. Read Case 5: Hiring a Sustainable Development Specialist
  4. Watch Mini Lecture
- Due:
  1. Small Case Write-Up 5 due Sat 11:59pm

Week 13: Performance Appraisal in HRM (Apr 5-11)
- Preparation:
  1. Read Battaglio Ch. 7
  2. Read Mass &Torres-Gonzalez (2011)
3. Read Ruccucci (2001)
4. Watch Mini Lecture

**Due:**
1. Team Exercise: Job Listing due Sat 11:59pm

**Week 14: Public Service Motivation in HRM (Apr 12-18)**

**Preparation:**
1. Read Battaglio Ch.8
2. Read Brewer et al.
3. Take the PSM Survey (not for submission)
4. Read Case 6: The Division of Water Resources
5. Watch Mini Lecture
6. Attend Case Discussion on Zoom

**Due:**
1. Small Case 6 Write-Up due Sat 11:59pm

**Week 15: Labor Relations, Unions, and Privatization in HRM (Apr 19-25)**

**Preparation:**
1. Read Battaglio Ch.9-10
2. Watch Mini Lecture

**Due:**
1. Team Discussion: Initial posts due Wed 11:59pm. Reply posts due Sat 11:59pm
2. Team Exercise: Performance Appraisal Form due Sat 11:59pm

**Week 16: Student Presentations (Apr 26-May 2)**

**Preparation:**
1. Highly encouraged, read Battaglio Ch.12
2. Be ready to give five minute presentation to a group of classmates on Zoom (directions above)

**Due:**
1. Final Self-Assessment due Sat 11:59pm