PUAD 522 | HUMAN RESOURCE MANAGEMENT

COURSE SYLLABUS

PROFESSOR

Professor: Dr. Adam Brewer
Office: LAW #145
Office Phone: (406) 243-4155
Email: adam.brewer@umontana.edu
Office Hours: Tuesday 2-3pm, Wednesday 10-11am, Thursday 2-3pm (for Fall semester 2018)

(The Course Calendar is at the top for your convenience. Please refer to it and Moodle frequently throughout the semester for all due dates, assignments, and class objectives)

COURSE CALENDAR

Module I: Foundations of Human Resource Management (HRM)

Week 1: Approaches to HRM
Preliminary Preparation - Rosenbloom reading, (skim Cooper reading and Callaghan reading)

Wednesday, Aug 29th
Objective - Establish class teams and organization of the course. What are public workplace issues in the U.S.? *Class Overview Cases*

Week 2: Negotiation and HRM
Preliminary Preparation - Fisher and Ury (the whole book)

Wednesday, Sept 5th
Objective - Discuss two cases (1) Karen Hannen and Robert Welch: Change at the Division of Economic Analysis (2) The Case of the New Position (we will apply Fisher and Ury to these cases) Guest Speaker: Dean Paul Kirgis, Dean of the School of Law Discussion Leader: TBD

Week 3: Evolution of HRM in the U.S.
Preliminary Preparation - Ch. 1-2 Battaglio, Williams and Bowman reading

Wednesday, Sept 12th
Case Write-Up #1 “Replacing the City Planner” due today 3:30pm
Objective - Understand how HRM has evolved throughout US history. Discuss Case #1 today Discussion Leader: TBD

Module II: Functions of Human Resource Management

Week 4: Civil Liberties in HRM (Speech and Religion)
Preliminary Preparation - Ch. 3 Battaglio, King reading
Wednesday, Sept 19th
Objective: Become familiar with 1st Amendment and 4th Amendment public workplace issues
Discussion Leader: TBD

Week 5: Civil Rights in HRM (Affirmative Action)
Preliminary Preparation - Ch. 4 Battaglio, Robinson reading

Wednesday, Sept 26th
Case Write-Up #2 “Social Media and the Public Sector Workplace: The Case of Facebook and the City Planner” is due today 3:30pm
Objective- Discuss Case #2 today. Become familiar with Affirmative Action workplace issues in the 21st Century
Discussion Leader: TBD

Week 6: Civil Rights in HRM (Disabilities)
Preliminary Preparation - Greenlaw and Kohl reading, Crampton and Hodge reading

Wednesday, Oct 3rd
Objective- Become familiar with how ADA is effectuated in the public workplace
Discussion Leader: TBD
VR Discussion: TBD

Week 7: Civil Rights in HRM (Diversity)
Preliminary Preparation: Bell et al. reading

Wednesday, Oct 10th
Case Write-Up #3 “The Disabled Parks Employee” is due today 3:30pm
Objective- Develop a diversity plan with your team in class
Dr. Brewer in Atlanta @ Conference.

Team-Class Participation/ Attendance applied to your midterm grade

Week 8: Civil Rights in HRM (Sexual Harassment)
Preliminary Preparation: Whittenbury (read whole book), Cares et al. reading

Wednesday, Oct 17th
Objective-Become familiar with and be able to identify workplace discrimination and harassment
Guest Speaker: Matt Dente J.D. mdente@gmail.com
Discussion Leader: TBD
VR Experience: TBD

Week 9: Recruitment and Selection in HRM
Preliminary Preparation - Ch. 5 Battaglio, Christensen et al. reading

Wednesday, Oct 24th
Case Write-Up #4 “The Cardiac Hospital Team” is due today 3:30pm
Objective- Understand issues with recruitment from diversity to the use of the internet in candidate research
Guest Speaker: Monte Mills, J.D.
Discussion Leader: TBD

Week 10: Pay and Benefits in HRM
Preliminary Preparation - Ch. 6 Battaglio
Wednesday, Oct 31st

Case Write-Up #5 “Hiring a Sustainable Development Specialist” is due today

Objective- Become familiar with pay and benefit structures in public sector work
Develop a job posting with your team in class
Discussion Leader: TBD

Week 11: Performance Appraisal in HRM
Preliminary Preparation- Ch. 7 Battaglio, Roberts reading

Wednesday, Nov 7th

Objective- Understand issues with performance appraisal and learn how to conduct PA in a fair/transparent manner
Develop a Performance Appraisal Form with your team in class
Discussion Leader: TBD

Module III. The Future of Human Resource Management

Week 12: Public Service Motivation in HRM
Preliminary Preparation - Ch. 8 Battaglio, Brewer et al. reading

Wednesday, Nov 14th

Case Write-Up #6 “The Division of Water Resources” is due today
Objective- Be able to identify what motivates people to work in the public sector and how your organization can help promote PSM
Discussion Leader: TBD
VR Discussion: TBD

Week 13: Labor Relations/Unions/ Privatization of HRM
Preliminary Preparation - Ch.9-10 Battaglio

Wednesday, Nov 21st

Thanksgiving Holiday. No Class!

Week 14: HRM Information Systems/ Strategic Public HRM
Preliminary Preparation - Ch. 11-12 Battaglio

Wednesday, Nov 28th

FIELD TRIP- County Administration Building at 199 West Pine (just across from Thomas Meagher Bar) and one block east of the County Courthouse.

Week 15: Student Perspectives
Preliminary Preparation - None

Wednesday, Dec 5th

Objective- Complete Cultural Assessment in class
Students present one item from their HRM portfolio
Team-Class Participation/ Attendance applied to your final grade

DESCRIPTION & OBJECTIVES
This class is designed for both students in the Master of Public Administration (MPA) program and for other advanced graduate students with an interest in Human Resource Management. The class content examines public personnel administration by focusing on the managerial, legal, political, legal, and ethical dimensions of personnel decision making. There is a focus on the skills surrounding public personnel (motivation,
negotiation, writing job descriptions, evaluating employee, etc). But the course is a political science and policy course that deals with the ever-present intersection of politics, power, democracy, the public interest, and public policy. Additionally, the class focuses on how to conduct analyses of the issues facing the public workplace.

The course deals with many controversial issues facing contemporary public personnel managers including diversity, sexual harassment, religion in the workplace, drug testing, public employee speech rights, social media, and disability. We also spend time with public service motivation, negotiation strategies, and the possibilities and pitfalls of performance evaluation.

Our goal is to have a generalist orientation toward our topic. That is, the focus of the course is on familiarizing students who are already or who are likely in the future to be public administrators who will have to deal with public personnel and public work force issues. The goal of the course is not to train you how to be a personnel administrator but rather the goal is to provide you with the critical thinking, analytical abilities, knowledge and skills necessary to address public personnel functions. We will base the structure of our course on five perspectives of public administration: managerial, legal, political, negotiations, and ethics.

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 have to grapple with real-life problems taken from real-life public agencies. As such, many of the cases are complex and difficult with no easy answers. The cases in the course come from a variety of sources including the Electronic Hallway at the University of Washington, the Rutgers School of Public Affairs and Administration, the International City Management Association, and the Markkula Center for Applied Ethics at Santa Clara University. Other cases are written by your professor. In order to promote active learning, the class is a mixture of lecture, class discussion, case discussions, case writing, videos, and discussion pairs.

The success of the class ultimately depends upon active student interest and involvement. Students should read the daily readings and should come to class actively ready to participate in our informal and formal discussions. The more that each student puts into the class, the more that each student will get out of the class and all of us (professor and students) will enjoy the class much more with such preparation.

We are guided by the following five categories of questions:

1. What is the managerial perspective of public administration? Specifically, how do concepts such as efficiency, effectiveness, and neutrality work play into decisions involving the public workplace?

2. What is the legal perspective of public administration? Specifically, how does the US Constitution, laws, and court decisions play into decisions involving the public workplace?

3. What is the political perspective of public administration? Specifically, how do concepts such as responsiveness, equity, representation, neutrality, and accountability play into decisions involving the public workplace?

4. What is the ethical perspective of public administration? Specifically, how do concepts such as avoiding conflict of interest, impartiality, and serving the public interest play into decisions involving the public workplace?

5. What is negotiation? Specifically, what is the method of “Getting to Yes” and how such principles as separating people from the problem, focusing on interests not positions, generating options for mutual gain, and insisting on objective standards play into decisions involving the public workplace?

**EXPECTATIONS FOR STUDENT LEARNING IN THIS COURSE AND UM’S MPA PROGRAM:**

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.

In exploring these, the course will introduce and begin to develop core national (NASPAA) MPA competencies to communicate and interact productively with a diverse and changing workforce and citizenry.

COURSE OUTLINE AND GRADES

Case Write-Ups: These assignments will be your opportunity to apply your understanding of course material to a real life case study. It is one thing to learn theory, it is another to take that theory and apply it to the real world. Six times throughout the semester, you will take what you have learned and apply it to a case that I will provide you. Ideally, the skills you learn in completing this assignment will enable you to similarly deal with human resource management dilemmas that you will certainly face as a public manager or employee in a public organization. Each of these assignments will be given separately and can be found on Moodle.

Team Participation/ Attendance/ HRM Portfolio: This portion of your grade includes in-class/team participation (40), attendance (20) and your final HRM Portfolio (20 points). It is expected that you attend every day and contribute to class and team discussions. Half of your Team Participation/Attendance score will show up in the gradebook at mid-term and the other half at the end of the semester when I have had a chance to get a feel for each student’s contributions. As a rule of thumb, if you don’t talk in class, it is likely that you will not be eligible for all of the participation points. You must attend every class period of the semester. One emergency absence will be allowed for emergencies, illness, etc. (use it wisely) but a second absence will reduce your participation grade by 15 points, a fourth absence will reduce your participation grade by another 15. A fifth absence will result in failure of the course altogether. Tardies are treated as ½ of an absence. Students arriving more than 10 minutes late are counted absent and leaving during class (not returning) is treated as a tardy (unless you speak with me beforehand). If you are ill, please don’t attend class.

Your HRM Portfolio will include assignments that you will complete in class with your team and case write-ups that will be done outside of class. Once all of your assignments are completed, you will compile them into one professional document with a title page and table of contents that will be submitted to me at the end of the semester. You will then choose one assignment to present about on the last day of class. Ideally, this portfolio will be something that you can show to a future employer as proof of your expertise in Human Resource Management. It will demonstrate your ability to work through complex human resource issues, your understanding of diversity, recruitment, and performance appraisal, and your ability to work as a team. As such, it is important that you work hard this semester to produce quality work each and every time. All assignments will be included in your portfolio. More details will be provided later in the semester.

Discussion Leader: For 30-45 minutes of one class period this semester, you will be the discussion leader. In completing this portion of the class, you will be discussing the assigned readings for the corresponding day with the class. I will make these assignments on the first day of class and will show you how this is done. Essentially, you will carefully read your assigned reading and come ready to discuss it with the class. You are required to produce some type of handout that summarizes, explains, and clarifies certain aspects of your reading. It will also include discussion questions and/or activities to help promote a deeper understanding of the topic.

The Virtual Reality (VR) Experience Discussion Leaders:
This class is not about making video games. It is about using an immersive experience to understand how we effectively tackle a public sector problem. One common criticism of public administration is its inability to
solve problems and/or lead transformational change. We are going to push ourselves this semester to engage in live/applied learning through virtual reality cases. Could the technology fail – maybe, but we are going to try something new. The class will form five different VR Discussion Leader Teams (sign up during the beginning of the semester). Each team will select a case (video) from VR Tube or another approved app by the professor; introduce the case, watch (with our goggles) in class, and end with a team-facilitated discussion. The entire discussion leader experience should be no longer than thirty minutes.

Instructions for VR Discussion Teams:

1. Sign up for one time slot (second week of class); noted as VR Goggle Days in course calendar
2. Let the professor know what case you are using one week prior to your designated time slot so classmates can download for next class session. This should be sent to the professor prior to our class time.
3. Presentation: Each member of the team leads a facilitated and virtual experience. For example, if we were to discuss decision making, the VR about Puerto Rico’s electrical grid could be used as a case to emulate what you would do as a public administrator to restore power back to residents. Each team is expected to:
   a. Briefly Introduce topic – how it links to readings for the day
   b. Watch (collectively watch) – have a backup if the technology does not work/demonstrates planning and preparedness
      i. Students that are not using goggles bring a laptop to class
   c. Engage: facilitate a problem solving discussion that links to introduction and viewing (e.g. a big question) – this is up to the team.
   d. Preparedness, connections to class materials, ability to work with team/engaging classmates

GRADING SCALE AND WEIGHTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Credits</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
<td>6 Case Write-Ups</td>
<td>100 points</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
<td>Team Part. /Attend. /HRM Port.</td>
<td>100 points</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
<td>Discussion Leader</td>
<td>25 points</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
<td>VR Experience</td>
<td>25 points</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
<td>Total</td>
<td>250 points</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73% - 76%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63% - 66%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>60% - 62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>59% - below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COURSE READINGS

2. Fisher and Ury. Getting to Yes: Negotiating Agreement Without Giving In
4. Many readings will be supplied as links or files on Moodle

Additional materials:

1. Virtual Reality Goggles
   a. Used for class discussion leader assignment – use link [here](#) to order and bring headphones that work with your smartphone
      i. If you do not have a smartphone or an older smartphone then do not order, but bring a laptop or tablet on our discussion days
ii. If you do not feel comfortable, let professor know for another option

2. Download for VR Tube app free onto your smartphone
   a. Troubleshoot guide for app and cardboard goggles
   b. Watch how to on putting together your VR goggles

3. Wifi Connection for Smartphone on campus
   a. Must be connected using Eduroam

CLASS POLICIES

THE LEARNING MODEL FOR THIS COURSE

Following these process steps, the class will appear as such:

Preliminary Preparation- I will provide you with readings/other prep materials and assignments that give you a base knowledge for our lectures, discussions and class activities each day. Ideally, these materials will enable you to carry on an informed conversation.

Teach Each Other- In this course, you will have the opportunity to discuss your learning with classmates on a regular basis. I will give you opportunities to critically think about the course material and discuss it with a group of students who will act as your team for the semester. Additionally, we will have full class discussions where we will explore a variety of topics.

Postliminary Reflection- Upon learning about a topic, you will be given the opportunity to reflect upon your learning by completing several reflection case activities. These activities will assess your learning and allow you to demonstrate to me your newfound understanding.

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, double-spaced, utilize 12 point 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, unless specific arrangements have been made.
4. All assignments must be turned in electronically via Microsoft Word. 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). This means that you must not wait until the last minute to complete your work such that if you do have computer issues, you have time to find a solution. Three hints: try a different web browser, try a different computer, try a different Internet connection. The exception is you get one “retry” if your computer kicks you off while you submitting a document. I highly suggest that you save your work in multiple places. It is so imperative that you make this a habit now that you are in graduate school. Many of you already have Microsoft OneDrive on your computers or use UMBox or Dropbox. If you happen to lose all your work because you made the choice to not back it up, you will have to start over and begin again. Furthermore, you cannot use the excuse that an assignment didn’t show up on your Moodle calendar. It is your responsibility to utilize the course calendar in this syllabus for all due dates.
NOTE ON LATE WORK
Do not ask to submit an assignment late because the answer is already "No". Never just plan on completing an assignment late. By doing so, you are taking a foolish, calculated risk of getting a zero. I only provide extensions in two circumstances. (1) If an emergency situation arises and you inform me BEFORE the due date, then I will consider your unique circumstances and make a decision. (2) If you have a disability AND have sent me an accommodation letter from Disability Services. Other than that, your work must be submitted on time. Your supervisor would not accept late and incomplete work. You should not expect your professor to do the same.

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. You may be surprised how much you learn by adopting this tactic in your analyses. 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. I reserve the right to remove any posts from the discussion board that I deem to be uncivil.

NOTE ON ACADEMIC HONESTY
Students must follow the University’s policies for academic dishonesty. For detailed information, please view. As such, 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 (0) 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.

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 at http://www.umt.edu/eo/titleix/.

NOTE FOR STUDENTS WITH DISABILITY RELATED NEEDS
The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.