University of Montana  
Public Administration 522: Human Resource Management  
Baucus Institute Department of Public Administration & Policy  
Alexander Blewett School of Law  
Spring 2022: Online

Instructor

Marcie Briggs

- Email: marcie.briggs@umontana.edu (If you email me I will usually respond promptly, but please allow for a 24-hour response time)
- Phone: (406) 490-8415 (cell). Please call M-F between 9-7
- Office: Virtually on Zoom
- Office hours: Mondays and Wednesdays at 12 pm-1pm and Fridays at 3 pm – 4 pm by Zoom or by phone. Please register for Zoom in advance: Registration Link.
- One-on-one conferences: By appointment over Zoom or phone

Communication with the Professor

My approach is to value student inquiries and be responsive. I can be reached via email from 9 a.m.-7 p.m. (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.

I receive a high volume of emails to my university email. Please include in the subject line: PUAD 522, so I can quickly identify and respond to your email.

Learning during a Pandemic

Although this course does have assignment deadlines that should be followed, the Department asks that if you are sick or become sick, please work with your professor to develop a plan for successful completion in this course. Our Department will follow federal, state, local, university and CDC guidelines for COVID-19. If a student, a member of their family or immediate social group becomes symptomatic, please follow federal, state, local, university, and CDC guidance and work with me to complete required coursework. Please take the time to review our Department’s COVIDSafe FAQ guide.

Course description

This course examines human resource management by focusing on the evolution of HRM, functions of HRM, legal and ethical dimensions of personnel decision making, and the future of HRM. The class will focus on professional skills surrounding human resource management such as writing job descriptions, crafting diversity plans, evaluating employees, and evaluating real world HR issues in the news and case studies. The course also deals with challenging issues facing contemporary human resource managers, including affirmative action; diversity, equity, and inclusion; sexual harassment; civil liberties in the workplace; social media; and disability and reasonable accommodations. This course a required core course for the University of Montana’s MPA program.

Learning objectives

By the end of this class, you should be able to:
Learning Objective 1 | Understand the foundations of effective leadership and management and apply that knowledge to human resource practices.

Learning Objective 2 | Demonstrate and apply knowledge and skills in the areas of employment law, equal employment opportunity, and diversity planning.

Learning Objective 3 | Demonstrate knowledge and skills in human resource management functions, including recruitment and selection, pay and benefits, performance appraisal, and labor relations.

Learning Objective 4 | Apply theory to practice (knowledge to inform your current or future career).

Learning Objective 5 | Demonstrate knowledge and skills in human resource management functions, including recruitment and selection, pay and benefits, performance appraisal, and labor relations.

Learning Objective 6 | Become more culturally aware and prepared to manage in an increasingly diverse public workplace.

Learning Objective 7 | Critically evaluate and advance our understanding of cultural awareness through the exploration of power, representation, empathy, prejudgments, and DEI in the public (and nonprofit) sectors through self-reflection, readings, discussions, and assignments.

Learning Objective 8 | Within the MPA program, this course is designed for students to make significant progress in the following NASPAA learning outcome: communicate and interact productively with a diverse and changing workforce and citizenry. Subsequent courses in the MPA program of study reinforce and further develop these and other competencies.

**Course readings**

**Required texts**


**Required supplements**

Additional supplemental readings will be available in Moodle, organized per week.

**MPA Portfolio**

If you are taking this course as an MPA elective and using any assignments from this course for your final MPA portfolio, it is your responsibility to keep track of individual grades and professor feedback. Use your computer’s “snipping tool” or screenshot to capture final graded feedback to save with your files. We ask that you very carefully read the MPA Portfolio requirements listed on our website (e.g. no you cannot use outlines or case write ups). We ask that you be mindful of individual and group projects you participate in each semester so you stay on track – we appreciate you doing so. Each DPAP professor will always offer an option to complete projects on your own. If questions, contact the MPA Director.
Course expectations

Collective Learning Agreement
In our collective time together this semester we acknowledge that we are in the aboriginal territories of the Salish and Kalispel people. We honor the path they have always shown us in caring for this place for generations to come. I thank the Sélíš-QíispéCultural Council for the above language and the people of Turtle Island, the First People, for the privilege of learning in this space. All people have the right to be addressed and referred to in accordance with their personal identity. In this class, you will have the opportunity to indicate the name you prefer to be called, and if you choose, to identify pronouns with which you would like to be addressed. As your professor, I will do my best to address and refer to all students accordingly and support students in doing so as well.

Using Moodle
This is a fully online class; students are required to use Moodle and should check daily. Here is the link for Moodle access.

Course materials, including supplemental readings, will be posted in Moodle. In addition, all writing assignments will be submitted using the Moodle assignment dropbox.

Weekly Updates & Lectures
Each week, students are provided a weekly update and a lecture from the professor. Updates are intended to be short, provide feedback, and overview of any assignments due for the week. Lectures are longer and dive into the materials for each week. If not already posted, weekly updates and lectures will be published no later than Monday evening of each week – this is to provide timely information for the class.

Assignments
Assignments are due on Saturdays at 11:59 pm. Graded assignments with feedback will be returned within 10 days via Moodle.

Reading Draft Assignments
The writing center experts should be used for reading student draft assignments. Make an appointment with UM’s Writing and Public Speaking Center prior to the submission of written work.

Help with Technology
Please make sure your Internet browser settings meet the requirements to be Moodle compatible. Call UM Online by phone, (406) 243-4999 or email umonline-help@umontana.edu if technological problems arise, M-F. There is no on-call assistance during nights and weekends. For a total Moodle system failure, students will be sent an email by the University of Montana.

UM Email
Students are expected to use their umontana student email address for all communication and check regularly. Here is a link for an overview.

Important Moodle Course Resource Page
To provide additional benefits for our policy analysis journey together this semester, I have created a separate “course resource page” tab on our Moodle course site. This tab includes a one-stop-shop for you to locate: course sign ups; sign up link to meet with the professor for office hours; Purdue Owl for writing tips; UM Public Speaking and Writing Center website; UM Library Assistance (own library guide); COVID-19 Help; and semester zoom connection link.
Guidelines for written work

Strong writing skills are essential in public service work. All written assignments should meet the following criteria unless otherwise noted in the assignment instructions or the professor:

- All work must be typed, double-spaced unless otherwise noted, utilize 12-point font, and have one-inch margins.
- Citations should follow a proper style guidelines such as, MLA, Chicago, or APA (in-text citations and a reference page are necessary)
- Assignments are due on the date listed in the course schedule; late assignments will not be accepted. If a student is absent on the day an assignment is due, they should make arrangements to turn in the assignment ahead of time.
- All assignments must be turned in electronically (unless otherwise noted in the course syllabus) via Microsoft Word to the designated Moodle assignment dropbox. 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.
- Written work will be evaluated both in terms of content, following instructions, organization, and writing/grammar.
- Student collusion is not allowed for individual assignments and will be treated as an act of plagiarism.

The University of Montana Writing and Public Speaking Center is a great resource to review written assignments and readily available to meet the needs of students. Please set up an appointment in advance for staff to review your work before assignments are due.

Assignments

Readings
You will be expected to read from the textbook, articles and case studies weekly and be prepared to analyze, discuss in discussion forums, and reference in written work.

Moodle discussions
Four times this semester we will utilize the Moodle discussion board. Moodle discussions will span the whole week, and you will be expected to participate multiple times. Please see the weekly course schedule for dates.

Students must answer at least two of the discussion questions by Wednesday at 11:59 pm. Throughout the remainder of the week, engage with your classmates’ responses. Engagement with classmates’ responses must be completed by Saturday at 11:59 pm.

Objectives and Guidelines:
- answer 2 of the discussion questions/threads
- provide examples from this week’s readings and/or additional sources to support your answer and include in-text citations
- communicate your responses in a clear and concise manner
- reply to your classmate’s comments and posts
- be respectful of other’s viewpoints
- provide substantive replies, not just "I agree" or "I disagree"
PHRM Function Outlines (3 outlines out of 5 functions):

PHRM Function outlines are intended to encourage reflective reading and informed discussion. These one-page (single-spaced) outlines demonstrate your command of the weekly readings and the function(s) such as recruitment; pay and benefits; performance appraisals; etc. The goal of these weekly outlines is not to regurgitate what you have read but rather to analyze ideas you found compelling in the reading. These assignments are also applicable to public service – we are often asked to read a large amount of information and convey it concisely to a larger audience in 2 pages. Thus, these assignments are intended to help you in your current or future public service careers.

*Outlines are always due by Saturday at 11:59 p.m.* Each outline should be organized or include:

1. **Function(s)**
   a. List the PHRM function(s) covered for the week and summarize the function in your own words.
2. **Connections to the real world**
   a. Describe this function in practice in the real world. Use your own experiences or articles (use journals, SHRM, or news articles).
3. **Challenges**
   a. List 2-3 challenges implementing functions from readings for the week, citing evidence
4. **Diversity, Equity, and Inclusion**
   a. How does and can this function further diversity, equity, and inclusion in the public workforce?
5. **Grammatically correct, single-spaced, 1 page maximum (in-text citations and a reference page are not necessary), and outline format used**

Three outlines for the semester are due. There are five opportunities to complete outlines. If more than three are submitted for grading, the top three will count towards grade.

**Diversity, Equity, and Inclusion Plan**

Using the five factors from the Diversity, Equity, and Inclusion Maturity Index as a framework, you will develop a diversity, equity, and inclusion (DEI) action plan for an organization of your choice. The plan should provide at least one action item in each factor category (communication and education; assessment; culture; investment and infrastructure; and compensation, recruitment, and retention).

The portfolio includes five sections:

1. **Brief Introduction of Organization**
2. **Current situation analysis including current DEI Maturity Index score**
3. **Goals and objectives for each DEI Factor**
4. **Strategies for organizational change and measuring success**
5. **Conclusion**

Sections 1-2 due 2/26.

Sections 3, 4 and 5 due 3/19.

Complete plan due 5/7.

**DEI Final Presentation**

Create a 1-2-minute presentation on final findings of DEI plan. Presentations will be during final week of semester. Sign-up times will be posted no later than week 13.
Grading

This class employs something called contract grading. One goal of contract grading is to reduce the anxiety about grades that students often experience. Another goal is to encourage students to develop their own motivations for excellence. A key aspect of contract grading is to emphasize qualitative evaluative feedback over quantitative assessments of students’ written work.

In courses with contract grading, the instructor sets a clear and unambiguous bar for earning a B in the course. If students meet this bar, they are guaranteed a B in the course. Students must go above and beyond this bar in order to earn an A in the course, and they must fall below the bar in order to earn a C in the course. You can earn one of three grades in this class: A, B or C. There are no pluses or minuses for the final grades in this class.

During the semester we will not assign grades or scores to individual assignments. Instead we will provide written or verbal feedback on the assignments that you turn in. In our feedback we 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.

During week 6, students will sign up for a required individual conference with the professor to discuss your progress to date. At this meeting, each student is expected to write a one paragraph memo, reflecting upon your progress to date (what have you done well, what needs improvement, what can the professor assist with). Email a copy to your professor one hour prior to your designated session.

Grading Contract

You are guaranteed a final grade of B in this class if you:

- Meet the stated criteria for all assignments
- Evidence of additional sources used in assignments and discussions to support arguments
- Meet due dates for all assignments
- Actively participate in all class discussions and exercises
- Edit all assignments so that they conform to the conventions of academic English

The grade of B does not derive from our judgment about the quality of your writing, the uniqueness of your ideas, or your enthusiasm for qualitative research methods. Instead, you will earn a B in this course entirely on the basis of what you do (not on how well you do it). If you meet the conditions above, you will earn a B in this class. However, your final grade will fall rapidly below a B if you do not meet these conditions. We will let you know via email or in person if you are in danger of falling below a B in the course.

A grade of A in this course does rest on our judgment about the quality of your writing, the uniqueness of your ideas and the depth of your understanding of the material and concepts.

To earn an A in the course, you must do everything that you must do to earn a B as well as:

- Demonstrate a sophisticated understanding of the material and concepts presented in class
- Produce creative, unique, thoughtful assignments
- Receive critiques during peer exercises and workshops in a professional and non-defensive manner
- Correctly cite sources
- Turn in papers that are concise, carefully edited and easy to read
To earn an A, your performance in all aspects of this class must be exceptionally high quality. We will schedule one or more individual meetings with you during the semester to provide feedback on your progress.

You are welcome to discuss this grading contract, your performance in the course or your concerns about your final grade with us during office hours. Grade questions and concerns are always best addressed earlier rather than later.

Each assignment will receive written feedback via the Moodle assignment dropbox. Students should keep track of this feedback along the way and your aggregate translates into your final grade. For example, if the plurality of assignments receives an M, you will be awarded a B for the course. You click on the assignment dropbox to locate my feedback.

I will give written feedback on each assignment and at the end will note:

- BE = below expectations
- M = met expectations
- ME = met/almost exceeded expectations (Exceeding in 3 or 4 criteria listed above)
- E = exceeded expectations

Students are also invited to discuss assignments with me before turning them in at any point during the semester. Students are also encouraged to make an appointment with UM’s Writing and Public Speaking Center.

**Course schedule**

All supplementary readings and other materials will be available in Moodle for the week they are assigned.

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<thead>
<tr>
<th>Date</th>
<th>Discussion Topics</th>
<th>Readings/Videos</th>
<th>Assignments</th>
<th>Assignment Due Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to PHRM and Evolution of PHRM in Public Service</td>
<td>• Watch lecture &lt;br&gt; • Course syllabus &lt;br&gt; • Condrey Ch. 1 (11) &lt;br&gt; • Battaglio, chs. 1-2 (37)</td>
<td>Read Syllabus Introduction &lt;br&gt; Welcome/Zoom Introductions Sign-up</td>
<td>Sign-up for Zoom Introduction &lt;br&gt; Zoom Intro Session 1: 1/14 at 5:30 PM</td>
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<td>January 18</td>
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| Week 2     | Leadership and Management                              | • Watch lecture <br> • Kotter (3) <br> • Allen (5) <br> • Harter (3) <br> Bass (14) <br> • Sinek video (14 min) <br> • Pink video (18 min) | Zoom Introductions Moodle Discussion | Zoom Intro Session 2: 1/19 at 5:30  
Moodle – first posting due by Wednesday; additional discussion completed by Friday |
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<tr>
<td>Week 3</td>
<td>Employment Law</td>
<td>• Watch lecture</td>
<td>Diversity, Equity, Inclusion Plan</td>
<td>Saturday 2/12</td>
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<td>January 31</td>
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<td>• Battaglio chs. 3-4 (64)</td>
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<td>• Riccucci Ch. 4 (8)</td>
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<td>• Watch: Regents of the University of California v. Bakke and Grutter v. Bollinger</td>
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<td>Week 4</td>
<td>Equal opportunity, affirmative action, and diversity planning</td>
<td>• Watch lecture</td>
<td>Diversity, Equity, Inclusion Matrix survey and organization selection</td>
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<td>February 7</td>
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<td>• Guy and McCandless Ch. 1-5 (Moodle scan) (45)</td>
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<td>Week 5</td>
<td>Civil rights in HRM, sexual harassment</td>
<td>• Watch lecture</td>
<td>Zoom Discussion</td>
<td>Times TBD by survey</td>
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<td>February 14</td>
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<td>• Kellough</td>
<td>Sign-up for One-on-One Conferences</td>
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<td>• Fitzgerald &amp; Cortina</td>
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<td>• McDonald et al.</td>
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<td>• Kundro et al.</td>
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<td>• Watch/Listen: Podcast (This American Life)</td>
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<td>Week 6</td>
<td>Civil Rights in HRM, Disabilities</td>
<td>• Watch lecture</td>
<td>Diversity, Equity, Inclusion Plan sections 1 &amp; 2</td>
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<td>February 21</td>
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<td>• Greenlaw and Kohl (17)</td>
<td>One-on-one conferences via Zoom</td>
<td>Saturday 2/26</td>
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<td>• Crampton and Hodge (13)</td>
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<td>Watch DPAP Cultural Awareness Video</td>
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| Week 7     | Recruitment and selection         | • Watch lecture  
• Battaglio Ch. 5 (30)  
• Recruiting and Selecting the Right People (27)  
• SHRM article (6)  
• Ramakrishnan (3) | • PHRM Function Recruitment Outline  
Mid-Semester Evaluation (sent by UM Online) | Saturday 3/5            |
| February 28|                                   |                                                                                 |                                                                             |                      |
| Week 8     | Pay and Benefits                   | • Watch lecture  
• Battaglio Ch. 6 (34)  
State & Local Gov’t Workforce 2021 Survey; Weibel et al. | • PHRM Function Pay & Benefits Outline  
• Mid semester learning evaluation for department and watch cultural awareness video | Saturday 3/12  
Complete by Friday, 3/11 |
| March 7    |                                   |                                                                                 |                                                                             |                      |
| Week 9     | Performance appraisals             | • Watch lecture  
• Battaglio Ch. 7 (28)  
Kim & Holzer Mackenzie, Wehner, Correll | • PHRM Function Performance Appraisals Outline  
• Diversity, Equity, Inclusion Plan sections 3, 4 & 5 | Both due Saturday 3/19 |
| March 14   |                                   |                                                                                 |                                                                             |                      |
| Week 10    | Spring Break                       |                                                                                 |                                                                             |                      |
| March 21   |                                   |                                                                                 |                                                                             |                      |
| Week 11    | Labor relations, unions, privatization | • Watch lecture  
• Battaglio chs. 9-10 (62)  
• Labor Relations Ch. 9 (28) | • PHRM Function Labor relations, unions, privatization Outline | Saturday 4/2         |
| March 28   |                                   |                                                                                 |                                                                             |                      |
| Week 12    | Technology and HR (HRIS)           | • Watch lecture  
• Battaglio Ch. 11 (22)  
Social Media and Public Agencies (24) | • PHRM Function Technology and HR Outline | Saturday 4/9         |
<p>| April 4    |                                   |                                                                                 |                                                                             |                      |</p>
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| Week 13 April 11 | Public Service Motivation in HRM | • Watch lecture  
• Battaglio Ch. 8 Moynihan & Pandey | • Sign-up for presentation by 4/16 |
| Week 14 April 18 | Human capital: workforce planning and development | • Battaglio Ch. 12 (23)  
• Ch. 6 Gender Competent (13)  
• Ch. 3 Hamidullah (9)  
• Video: Japan Is Changing How We’ll Grow Old (5 min) | Moodle Discussion  
• Moodle – first posting due by Wednesday; additional discussion completed by Friday |
| Week 15 April 25 | Wrap up class; Zoom presentations | Complete required cultural competency survey  
Complete course learning evaluation  
Presentations on Zoom | TBD |
| Week 16 May 2 | | • Final Diversity, Equity, Inclusion Plan All Sections | Saturday 5/7 |

**Classroom policies**

- **Extra Credit:** Not available for this course.
- **Classroom etiquette:** A driving component of our MPA program is professionalism and your ability to work well with teams/groups. Thus, the expectation is that students will maintain a high level of professionalism in their online and Zoom conduct with me and with their fellow students. This means being respectful during class discussions and in all communications with the professor and others.
- **E-mail etiquette:** E-mail is a wonderful tool for you to contact me with questions, but it does not replace office hours. If you have involved questions about course material, you should set up a time to Zoom with me or set up a phone conversation.
- **Incomplete or withdrawals “W” for the course:** If for some reason the course is not working out for you please adhere to the University’s policies for the last day to drop a class.
• **Late assignments:** Students are expected to submit all work on the date specified in the course calendar. Any exceptions to this must be approved by the instructor 72 hours before the date in question. Students must complete all assignments to receive a grade for the course.

• **University attendance policy:** (please make sure to follow the participation course policies listed above too) Students who are registered for a course but do not attend the first two class meetings may be required by the instructor to drop the course. This rule allows for early identification of class vacancies and to permit other students to add classes. Students not allowed to remain must complete a drop form or drop the course on the Internet ([http://cyberbear.umt.edu](http://cyberbear.umt.edu)) to avoid receiving a failing grade. Students who know they will be absent should contact the instructor in advance.

• **Wikipedia:** This online source is not reliable and should not be cited in any course assignment. The goal is to become accustomed to using scholarly sources for all work in any of your courses at the University of Montana.

• **Academic & Student Conduct:** Students must follow the University’s policies for academic conduct. For detailed information, please view the [Student Code of Conduct](#).

• **Academic dishonesty (plagiarism):** Students must follow the University’s policies for academic dishonesty. For detailed information, please view the [Student Conduct Code](#). 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.

• **Sensitive course materials:** College education aims to expand student understanding and awareness. Thus, it involves engagement with a wide range of information, ideas, and creative representations. In college courses, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with the professor.

• **Disability assistance:** 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.

• **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.”