Course Syllabus: PUAD 522 Human Resource Management

Professor:
Dr. Adam Brewer
- Office: LAW #148
- Virtual Office (Zoom)
- Office Phone: (406) 243-4155
- Email: adam.brewer@umontana.edu
- Office Hours: Tuesday 3-4pm, Wednesday 3-4pm, Thursday 3-4pm (if remote, by appointment)

Communication with Professor:
The professor can be reached via email from 8am-6pm (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 Calendar:
Week 1: Introduction: Defining the Concepts (Aug 26-31)
- Preparation:
  1. Read Battaglio Ch. 1-2
- Due:
  1. Beginning of semester survey due Sat 11:59pm

Week 2: History and Evolution of HRM (Sept 1-7)
- Preparation:
  1. Read Frederick Taylor excerpts from scientific management (On Moodle)
  2. Read Van Riper 1958
  3. Read Gooden and Portillo Minnowbrook Tradition (On Moodle)
  4. Read Williams and Bowman Civil Service Reform (On Moodle)
- Due:
  1. None

Week 3: Approaches to HRM (Sept 8-14)
- Preparation:
  1. Read Rosenbloom (On Moodle)
  2. Read Cooper (On Moodle)
  3. Read Callaghan (On Moodle)
  4. Start reading Fisher and Ury book
- Due:
  1. None

Week 4: Negotiation in HRM (Sept 15-21)
- Preparation:
  1. Read Fisher and Ury book
  2. Read Case 1: Replacing the City Planner (On Moodle)
- Due:
  1. Large Case Write-Up 1 due Sat 11:59pm
Week 5: Civil Liberties in HRM (Sept 22-28)

- **Preparation:**
  1. Read Battaglio Ch. 3
  2. Read King (On Moodle)

- **Due:**
  1. None

Week 6: Civil Rights in HRM, Affirmative Action (Sept 29-Oct 5)

- **Preparation:**
  1. Read Battaglio Ch. 4
  2. Read Robinson (On Moodle)
  3. Read Case 2: Social Media and the Public Sector Workplace: The Case of Facebook and the City Planner (On Moodle)

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

Week 7: Civil Rights in HRM, Disabilities (Oct 6-12)

- **Preparation:**
  1. Read Greenlaw and Kohl (On Moodle)
  2. Read Crampton and Hodge (On Moodle)

- **Due:**
  1. Employee Conduct/Social Media Policy due Wed 6:50pm in class

Week 8: Civil Rights in HRM, Diversity (Oct 13-19)

- **Preparation:**
  1. Read Bell et al. (On Moodle)
  2. Read (Reading TBD)
  3. Start Whittenbury book

- **Due:**
  1. Diversity Plan due Wed 6:50pm in class

Week 9: Civil Rights in HRM, Sexual Harassment (Oct-20-26)

- **Preparation:**
  1. Read Whittenbury book
  2. Read Case 3: The Disabled Parks Employee (On Moodle)

- **Due:**
  1. Large Case Write-Up 3 due Sat 11:59pm

Week 10: Recruitment, Pay, and Benefits in HRM (Oct 27-Nov 2)

- **Preparation:**
  1. Read Battaglio Ch. 5-6
  2. Read Christensen et al. (On Moodle)
  3. Read Case 4: The Cardiac Hospital Team (On Moodle)

- **Due:**
  1. Large Case Write-Up 4 due Sat 11:59pm

Week 11: Performance Appraisal in HRM (Nov 3-9)

- **Preparation:**
  1. Read Battaglio Ch. 7
2. Read Roberts (On Moodle)
3. Read Case 5: Hiring a Sustainable Development Specialist

- **Due:**
  1. Job Listing due Wed 6:50pm in class
  2. Small Case Write-Up 1 due Sat 11:59pm

**Week 12: Public Service Motivation in HRM (Nov 10-16)**

- **Preparation:**
  1. Read Battaglio Ch. 8
  2. Read Brewer et al. (On Moodle)
- **Due:**
  1. Performance Appraisal Form due Wed 6:50pm in class

**Week 13: Labor Relations, Unions, and Privatization in HRM (Nov 17-23)**

- **Preparation:**
  1. Read Battaglio Ch.9-10
  2. Read Case 6: The Division of Water Resources
- **Due:**
  1. Small Case Write-Up 2 due Sat 11:59pm

**Week 14: Thanksgiving Break (Nov 24-30)**

- **Preparation:**
  1. None
- **Due: None**
  1. None

**Week 15: Student Presentations (Dec 1-Dec 7)**

- **Preparation:**
  1. Read Battaglio Ch. 11-12
  2. Be ready to for five minute presentation in class

**Course Description:**

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, writing diversity plans, social media policies, and evaluating employee, etc). The course is a policy and administration 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 sexual harassment, speech religion/spirituality in the workplace, social media, disability, and affirmative action. 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 Markulla 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.

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:

Readings (Preparation):
I have provided you with course reading material that I believe will enhance your understanding of the field of human resource management and provide you with real experience dealing with the challenges of managing workplace issues. The amount of reading I will assign you is not so onerous that you will have no time for anything else. As such, I expect you to complete ALL of the reading each week. It will
be impossible to adequately 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.

**Case Write-Ups (30 points each):**
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. It is one thing to learn the theory of HRM, it is another to take that theory and apply it to complex situations. You will be presented with six complex HRM cases (based on real life situations) in the which you will be required to analyze and write about. The cases and subsequent assignment directions are provided on Moodle (Weeks 4,6,9,10,11, and 13). A grading rubric for these assignments can be found on Moodle (Week 2).

**HRM Team Exercises (10 points each):**
Again, keep in mind that one of the purposes of this class is to help you learn the practice of HRM and translate it into tangible skills moving forward. These exercises (4 in total) will accomplish this goal. 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. You will find that all of these skills will promote learning and prepare you for work in the public/nonprofit sector as an administrator, manager, or HRM specialist. Directions for these assignments can be found on Moodle (Weeks 7,8,11, and 12).

**Discussion Leader (10 points):**
For 25-30 minutes of one class period this semester, you will be the discussion leader. To complete this assignment, 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 explains and clarifies certain aspects of the reading. It will also include discussion questions and/or activities to help promote a deeper understanding of the topic. Please see Moodle Week 2 for the grading rubric.

**Student Presentations (10 points):**
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. On the final day in class, you will “train” us in the audience on your selected HRM topic. For more details, see grading rubric on Moodle (Week 15).

**Course Grades and Weights:**
Regarding the grading of the assignments, it is my promise to you that I will have these assignments graded with feedback within 10 business days of the day they were due. If you ever have a question or concern about a grade or feedback you received, please do not hesitate to contact me.

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Course Policies

Learning Framework for the Course
Following these process steps, the class will appear as such:

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.

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.

Accessing the Course
All course readings (excluding textbooks), assignment dropboxes, grades, and other class resources can be found on Moodle. Throughout the semester, I will add resources that we will use in class and other resources that will enhance your understanding of HRM. You are encouraged to access our class site on Moodle frequently to ensure you don’t miss out on important information.

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.

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 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. 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 Attendance:
You must attend every class period of the semester. One absence will be allowed for emergencies, illness, etc. (use it wisely) but a second absence will result in a reduction of a whole letter grade. A third absence will result in failure of the class altogether. Students arriving more than 10 minutes late are counted absent and leaving during class (not returning) is also counted as an absence (unless you speak with me beforehand about accommodations). If you are ill, please don’t attend class.

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 college. 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 at work would not accept late and incomplete work. You should not expect your professor to do the same. I highly encourage that you take some time now to input all the due dates for this class as notifications in your calendar or on your phone. That way, you do not risk missing a due date.

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. 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.”