

COURSE SYLLABUS

PROFESSOR

Professor: Dr. Adam Brewer
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Office Hours: By appointment

(The Course Calendar is at the top for your convenience. Please refer to it and Moodle frequently throughout the semester for all listed course material and due dates)

COURSE CALENDAR

Lesson 1: Introduction

Preliminary Preparation- Read Mini Lecture

Monday or Tuesday, May 13th-14th Zoom Orientation Meeting

Lesson 2: Strategic HRM and Planning

Preliminary Preparation- Read Mini Lecture, Pynes Ch. 1-2

Wednesday, May 22nd Initial Post due on Lesson 2 Class Discussion by 11pm

Saturday, May 25th Finish Posting on Lesson 2 Class Discussion by 11pm

Lesson 3: Job Analysis

Preliminary Preparation- Read Mini Lecture, Pynes Ch. 5

Wednesday, May 29th Initial Post due on Lesson 3 Class Discussion by 11pm

Saturday, June 1st Finish Posting on Lesson 3 Class Discussion by 11pm

Postliminary Reflection- **Skills Assessment 1: Job Analysis due 11pm Saturday**

Lesson 4: Equal Opportunity and Employee Protections

Preliminary Preparation- Read Mini Lecture, Pynes Ch. 3

Wednesday, June 5th Initial Post due on Lesson 4 Class Discussion by 11pm

Saturday, June 8th Finish Posting on Lesson 4 Class Discussion by 11pm

Postliminary Reflection- **Graduate Student Increment Part 1 due 11pm Saturday**

Lesson 5: Recruitment and Selection

Preliminary Preparation- Read Mini Lecture, Pynes Ch. 6

Wednesday, June 12th Initial Post due on Lesson 5 Class Discussion by 11pm

Saturday, June 15th Finish Posting on Lesson 5 Class Discussion by 11pm

Lesson 6: Performance Management

Preliminary Preparation- Read Mini Lecture, Pynes Ch. 10, Topkins pages 89-90 (PDF in Moodle)

Wednesday, June 19th Initial Post due on Lesson 6 Class Discussion by 11pm

Saturday, June 22nd Finish Posting on Lesson 6 Class Discussion by 11pm

Postliminary Reflection- **Skills Assessment 2: Performance Appraisal due 11pm Saturday**

Lesson 7: Compensation

Preliminary Preparation- Read Mini Lecture, Pynes Ch. 7

Wednesday, June 26th Initial Post due on Lesson 7 Class Discussion by 11pm

Saturday, June 29th Finish Posting on Lesson 7 Class Discussion by 11pm

Lesson 8: Benefits and Employee Relations

Preliminary Preparation- Read Mini Lecture, Pynes Ch. 8

Wednesday, July 3rd Initial Post due on Lesson 8 Class Discussion by 11pm

Saturday, July 6th Finish Posting on Lesson 8 Class Discussion by 11pm

Postliminary Reflection- **Skills Assessment 3: Employee Relations due 11pm Saturday**

Lesson 9: Training and Career Development

Preliminary Preparation- Read Mini Lecture, Pynes Ch. 9

Wednesday, July 10th Initial Post due on Lesson 9 Class Discussion by 11pm

Saturday, July 13th Finish Posting on Lesson 9 Class Discussion by 11pm

Postliminary Reflection- **Graduate Student Increment Part 2 due 11pm Saturday**

Lesson 10: Labor Management Relations and Nonprofit Challenges

Preliminary Preparation- Read Mini Lecture, Pynes Ch. 11 and Ch. 13

Monday or Tuesday, July 15th-16th Zoom Student Presentations

DESCRIPTION & OBJECTIVES

IMPORTANT COURSE INFORMATION

This course is online, meaning we do not meet in person. You will need to access the course Moodle site frequently, and familiarize yourself with course materials that are organized by week. Understanding the Moodle course site is essential to completing this class successfully, so if you have questions, please ask the instructor. The nature of the class is highly interactive. I value your participation as we talk about human resource management. It's also designed to be reflective, as you consider how best to further develop your

own skills and talents. I usually respond to student emails promptly, but please allow for a 24 hour response time.

COURSE DESCRIPTION

This course introduces students to the field of human resource management in public and nonprofit organizations. It focuses on the knowledge and skills required by both personnel officers and those who manage personnel on a daily basis. The course provides a solid base in developing an understanding of human resource management and applying that understanding to work-life situations and for those considering a career in supervision/management. The course also provides an overview of the numerous federal laws, executive orders, and court decisions which have shaped the field of human resource management. A solid understanding of these concepts and laws are essential to operating successfully in the field of human resource management.

COURSE OBJECTIVES:

1. To acquire substantive knowledge of each major area of human resource management.
2. To develop problem-solving skills relevant to situations faced by managers and personnel officers.
3. To develop technical skills relevant to the effective administration of personnel systems and the effective management of human resources.

EXPECTATIONS FOR AVERAGE TIME WORKING ON COURSE EACH WEEK:

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 on per week. That means for a 2 credit course, you should end up spending about 4-6 hours outside of class each week on average. For an online class such as this, the time you spend working with the lectures and participating on discussion boards and/or in live Zoom meetings is considered time “in class”. Thus, course readings and course assignments are your time “outside of class” and should take 4-6 hours of your time on average each week.

COURSE MATERIALS

1. Human Resources Management for Public and Nonprofit Organizations, Joan E. Pynes, 4th Edition, Published by Jossey-Bass, ISBN: 978-1-118-39862-3
2. All other required readings will be provided on Moodle for each lesson.

COURSE OUTLINE AND GRADES

USING MOODLE:

Since this is an online course, each student is required to check our course site once per day and participate in discussions often. Keep in mind that our online course site is organized by week – for example, each week contains links to brief lectures, discussions, assignment dropboxes, and other course materials.

PRELIMINARY PREPARATION

Course Readings:

I have provided you with course reading material that I believe will enhance your understanding of public policy analysis and provide you with *real* experience dealing with the challenges of human resource management. The amount of reading I will assign you is not so extensive 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. You will complete the readings before Wednesday evening to ensure you are prepared for the discussion. I suggest starting early to give yourself enough time.

Weekly Lectures:

I will make available weekly lectures that will provide additional insight into some of the issues and content introduced in your readings. I will do my best to make these presentations informational and engaging. You should read these lectures after you complete the reading but before you begin your initial Class Discussion post. I will also provide you with other materials to enhance your learning experience. I expect you to incorporate insights from the lectures into your assignments. Normally, these lectures will be posted by Saturday before the beginning of the next week.

TEACH EACH OTHER

10 Class Discussions: (5 points each)

Students are expected to follow the weekly reading schedule (listed above). These readings should be used for discussions and assignments. In order that we maximize mutual learning experience, you must complete the assigned readings according to the weekly schedule. Online learning generally provides considerable freedom, allowing students to often choose when and where they will participate in class activities. But at the same time, students have the same kinds of deadlines and structured responsibilities of a face-to-face class. In other words, flexibility must be balanced by responsibility. The class discussions will cover the course material for each week. For example, the Lesson 2 Class Discussion will cover the preliminary preparation materials for Lesson 2.

Details for Discussion Leader: For the Lesson 1 discussion, we will be meeting live over Zoom and I will serve as the discussion leader. This orientation meeting is required. For the Lesson 10 discussion, we will again be meeting over Zoom for student presentations. For the other 8 weeks of the semester, multiple students will be assigned to be the discussion leader– please sign up for your week using the google doc provided on Moodle. Each student will serve as the discussion leader once. As the discussion leader, you “add a new topic” and pose your question to the class based upon the readings by 11p.m. (MST) on **Monday 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 11p.m. on Monday will result in zero points and forfeit your obligation to serve as a discussion leader for the semester. Please plan accordingly. Additionally, as the discussion leader, you will be expected to take a much more active role in facilitating the discussion among your classmates. I will be there along with you facilitating the discussion.

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 leader by **Wednesday night** 11p.m. (MST) You can do this in one initial post. 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, your grade will reflect this. 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 in the past 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. A lack of participation will result in a loss of points for that week. For more

detail on what I am looking for, see the discussion board rubric document posted in Lesson 1 on Moodle. 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 choose to overlook them.

POSTLIMINARY REFLECTION

3 Skills Assessments (25 points each): Keep in mind that one of the purposes of this class is to help you learn the theory and background of human resource management and translate it into actual skills going forward. These assignments will accomplish this goal. You will learn how to (1) write a job analysis, (2) create a performance appraisal form, and (3) analyze employee relations. 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 human resource specialist. Please see Moodle for a copy of the assignment directions for each of these assignments in the corresponding week.

During the last week of the semester, undergraduate students will do a 5-minute live presentation to the class online over Zoom. The presentation will summarize how they completed the assignment and what they learned about human resource management from completing it.

Graduate Increment (25 points): Graduate students will complete the same discussion boards and skills assessments as the undergraduate students. However, to successfully complete the requirements of the course, graduate students are required to do an additional assignment. For the increment, graduate students will develop a 2-page (double-spaced) case study based on personal experience that raises an important human resource issue. Graduate students are then required to identify appropriate analytical questions and proceed to write a 4-page analysis of the case. This will be graded as one paper assignment. The instructor must review and approve the 2-page case study prior to the graduate student proceeding to write the 4-page analysis. More detailed assignment directions and examples of case studies are available on Moodle for review. Undergraduate students are NOT required to complete this portion of the course.

During the last week of the semester, graduate students will do a 5-minute live presentation to the class online over Zoom. The presentation will summarize their case and discuss their analysis. Graduate students will not present on a Skills Assessment.

GRADING OF ASSIGNMENTS

Regarding the grading of the assignments above, 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.

GRADING SCALE AND WEIGHTS

A	93%-100%	Undergraduate Students		
A-	90%-92%	3 Skills Assessments	75 points	60%
B+	87%-89%	10 Class Discussions	50 points	40%
B	83%-86%	Total	125 points	100%
B-	80%-82%			
C+	77%-79%	Graduate Students		
C	73%-76%	3 Skills Assessments	75 points	50%
C-	70%-72%	10 Class Discussions	50 points	33%
D+	67%-69%	Graduate Increment	25 points	17%
D	63%-66%	Total	150 points	100%
D-	60%-62%			
F	59%-below			

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 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 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 having one of those moments where you totally forget about an upcoming assignment 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. 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.