

Spring 2-1-1999

PSC 460.01: Human Resource Management

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Recommended Citation

Tompkins, Jonathan R., "PSC 460.01: Human Resource Management" (1999). *Syllabi*. 9527.
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Political Science 460
HUMAN RESOURCE MANAGEMENT
Spring 1999

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Hours: Anytime I'm not in class

COURSE DESCRIPTION

This course introduces students to the field of human resource management. It focuses on the knowledge and skills required by both personnel officers and those who manage personnel on a daily basis.

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.

REQUIRED TEXTS

Jonathan Tompkins, Human Resource Management in Government (HarperCollins, 1995).

COURSE REQUIREMENTS

Students are required to read all assigned readings, be prepared to discuss them in class, take four exams, and submit four writing assignments. Each exam is worth 100 points and the writing assignments 25 points each.

A = 450 points	(90%)
B = 400 points	(80%)
C = 350 points	(70%)
D = 300 points	(60%)

READING ASSIGNMENTS

Thurs., Jan. 26 An Introduction to the Human Resource Function
Read Chapter 1 and prepare answers to the following:

1. What is the distinction between personnel administration and human resource management as a field of study?
2. What is meant by the term human resources function, what are its five primary tasks, and who is responsible for performing these tasks?
3. What is the distinction between line and staff personnel?
4. Why is the relationship between line managers and personnel officers not always a harmonious one?
5. What are the assumptions of HRM as a theoretical perspective?

Tues., Feb. 2

The Political and Social Environment of HRM

Read Chapter 2 and prepare answers to the study questions listed below, and be prepared to discuss Case 2.1 in class.

1. Why is it important to continuously assess factors in your agency's environment?
2. How are HRM policies and practices affected by politics?
3. How are HRM policies and practices affected by changing demographic characteristics?
4. How are HRM policies and practices affected by technological changes?
5. How are HRM policies and practices affected by new laws and a greater willingness to litigate?
6. How are HRM policies and practices affected by negative public attitudes toward government?
7. What does strategic human resource management mean in the context of this chapter, and what does it entail?

Thurs., Feb. 4

Civil Service Systems and How They are Organized

Read Chapter 3 and prepare answers to the following:

1. What is a civil service system?
2. Within a civil service system, what distinguishes the career service from the noncareer service?
3. What distinguishes a rank-in-position career system from a rank-in-person career system?
4. What is a merit system and what are the four traditional merit principles?
5. How is a classic, highly centralized merit system typically organized?
6. What distinguishes the commission model from the executive personnel office model of organization?
7. Generally speaking, what is the role of the central personnel office in relation to the departmental personnel office?

Tues., Feb. 9

Civil Service Systems and How They are Organized

Thurs., Feb. 11

Societal Values and Civil Service Reforms

Read Chapter 4 and prepare answers to the following:

1. When President Washington selected civil servants to fill positions in the new government, what values was he most concerned with?
2. What is a patronage system and what values did Andrew Jackson seek to achieve in adopting it in 1829?
3. The merit system adopted in 1883 sought to achieve what values?
4. How did the scientific management and administrative management movements impact personnel administration?
5. What major changes did the Civil Service Reform Act make, and how did it represent an effort to balance several competing values at once?

Tues., Feb. 16 Review for Exam

Thurs., Feb. 18 **Exam #1**

Tues., Feb. 23 Job Analysis **Assignment #1 is due Thursday, Feb. 25**
 Read Chapter 5 and prepare answers to the following study questions:

1. What does job analysis entail?
2. What five kinds of information are typically sought?
3. How does the information derived from job analysis contribute to other personnel activities?
4. What are the problems or limitations associated with analyzing and describing positions?
5. What techniques are used to obtain job information?
6. What is the "inference problem"?
7. What are the three types of formal job analysis and what distinguishes each from the others?
8. When are formal methods of job analysis used, i.e., for what purposes?

Thurs., Feb. 25 Job Analysis
 Be prepared to do Assignment #2 in class; submit it Tuesday March 2.

Tues., March 2 Job Evaluation and Pay Systems
 Read Chapter 6, prepare answers to the following study questions, and be prepared to discuss Case 6.1 in class.:

1. What does job evaluation entail and what is its primary purpose?
2. What are the limitations of job evaluation?
3. How would you describe the position classification method of job evaluation?
4. How would you describe the point factor method of job evaluation?
5. What is external pay equity and how is it typically achieved?
6. Why is it difficult to maintain internal and external pay equity simultaneously?
7. What does the term "comparable worth" refer to?
8. What is a pay equity study and how is one conducted?
9. Why is comparable worth so controversial?

- Thurs., March 4 Job Evaluation and Pay Systems
- Tues., March 9 Review for Exam #2
- Thurs., March 11 **Exam #2**
- Tues., March 23 Nondiscrimination Approach to Equal Employment Opportunity
Read Chapter 7 and prepare answers to the following study questions.

1. How would you define the concept of EEO?
2. What does the nondiscrimination approach to EEO involve?
3. Title VII of the Civil Rights Act protects individuals on the basis of what five categories?
4. How do job applicants and employees pursue Title VII complaints?
5. How would you define the disparate treatment theory of discrimination? What are some examples of disparate treatment?
6. What is the one legitimate defense for job qualifications that require the successful applicant to be of a particular gender, religion, or ethnic background?
7. How would you define the disparate (or adverse) impact theory of discrimination? What are some examples of disparate impact?
8. What are the facts of the Griggs case and what legal standard(s) did it produce?
9. What is the purpose of the Four-fifths Rule and how is it applied?
10. What should an employer do if analysis reveals that the Four-fifths Rule has been violated?
11. What distinguishes "quid pro quo" sexual harassment from "hostile work environment" sexual harassment?
12. Why is sexual harassment so pervasive, and why is it so important to address it in the workplace?
13. What is management's responsibility and what is the victim's responsibility in the context of sexual harassment?

- Thurs., March 25 Discussion of EEO continued
- Tues., March 30 Affirmative Action Approach to Equal Employment Opportunity
Read Chapter 8, prepare answers to the following study questions, and be prepared to discuss Case 8.1 in class.

1. How would you define the affirmative action approach to EEO, and what is its goal?
2. Why did advocates of the affirmative action approach find the nondiscrimination approach to be inadequate?
3. What five affirmative action methods are used, and why are some more controversial than others?
4. What does a court-ordered affirmative action program entail?
5. What employers are subject to Executive Order 11246 and what does utilization analysis entail?

6. What distinguishes voluntary affirmative action programs from other programs, and why do employers establish them?
7. What conditions must be met for the Supreme Court to uphold the constitutionality of voluntary programs?
8. As public policy, why is affirmative action so controversial?
9. Is the merit principle in fact compromised by affirmative action?
10. How are diversity management programs different from affirmative action programs?

Thurs., April 1

Employee Recruitment and Selection

Read Chapter 9, prepare answers to the following study questions, and be prepared to discuss Exercise 9.1 (Difficult Issues) in class.

1. What is the fundamental purpose of recruitment?
2. What distinguishes institutional from job-specific recruitment, and what techniques does each type of recruitment use?
3. What are the advantages and disadvantages of internal recruitment for jobs above the entry level?
4. In what way does selection involve the art of prediction, and what predictive strategy or strategies would you use to select the best performers?
5. How is the pool of qualified job applicants determined?
6. What is the distinction between an assembled and an unassembled examination?
7. What is the distinction between criterion-related validity and content validity?
8. Employment testing raises what three fairness issues?
9. Why is the structured interview superior to the nondirective interview?
10. What types of interview questions would give you the most useful answers?
11. Suppose you have four job finalists, what subjective qualities would you look at to ensure a "good fit"?

Tues., April 6

Employee Recruitment and Selection

Be prepared to do Assignment #3 in class.

****Assignment #3 is due Thursday, April 8****

Thurs., April 8

Review for Exam #3

Tues., April 13

****Exam #3****

Thurs., April 15

Human Resource Training and Development

Read Chapter 10, prepare answers to the following study questions, and be prepared to discuss Case 10.1 in class (Who Failed Whom?).

1. If there is a useful distinction between training activities and development activities, what is it?

2. What individual and organizational goals does training and development serve?
3. Why is more time and money now being allocated to training and development?
4. What kinds of information do workers need during the orientation phase?
5. What is the goal of job and person analysis in the context of training?
6. Why are training programs so seldom evaluated systematically to determine their return on investment?
7. What do career development programs entail, and what are the arguments for/against them?

Tues., April 20

Performance Appraisal and Counseling

Read Chapter 11, prepare answers to the following study questions, and be prepared to discuss Case 11.1 (Managing from Afar) in class.

1. What are the four purposes that performance appraisal systems may be designed to serve?
2. Is it possible, or desirable, to design an appraisal system to achieve all four purposes?
3. What factors tend to undermine the effectiveness of performance appraisal systems?
4. What are the pros and cons of using trait-based, behavior-based, and results-based performance criteria?
5. What are the two primary approaches to developing performance criteria?
6. Which performance appraisal method would you use for white collar professionals, and why?
7. What takes place at the appraisal interview?
8. How is the Problem-solving approach different from the Tell and Sell and Tell and Listen approaches, and what are its advantages?

Thurs., April 22

Performance Appraisal and Counseling

Be prepared to do Assignment #4 in class.

**** Assignment #4 is due Tuesday, April 27 ****

Tues., April 27

Personnel Policies and Employee Relations

Read Chapter 13, prepare answers to the following study questions, and be prepared to discuss Case 13.2 (Troubled Employee) in class.

1. What does it mean to take a "strategic approach to policy development"?
2. What roles do policy manuals and employee handbooks perform?
3. What is the advantage and disadvantage of Employee Conduct policies of the kind shown in Exhibit 13.2?
4. What is the philosophy behind progressive discipline, and what steps are typically involved?
5. Disciplinary action is taken in what two kinds of situations, and how are these situations handled differently?
6. Generally speaking, what are an employee's due process rights in a disciplinary situation?
7. What does "just cause" mean?
8. Why is it important to document all rule violations and performance problems?
9. What is an employee assistance program and what is its primary purpose?

10. What policies and programs may be adopted to help today's workers balance their personal and work responsibilities?

Thurs., April 29 Collective Bargaining and Labor Relations
Read Chapter 14, prepare answers to the following study questions, and be prepared to discuss Case 14.1 and Exercise 14.1 in class.

1. What is the basic model of labor relations established by the NLRA of 1935?
2. What arguments were made against applying the NLRA model to the public sector?
3. How was the NLRA model later modified for use in the public sector?
4. Who typically sits around the bargaining table?
5. What is involved at each of the five stages of collective bargaining?
6. What do grievance procedures typically entail?
7. How would you assess the appropriateness of collective bargaining for public agencies?

Tues., May 4 Discussion of Collective Bargaining Continued

Thurs., May 6 Review for Exam #4

Tues., May 11 **Exam #4 ** 3:20 p.m.

WRITING ASSIGNMENTS

Assignment #1, An ADA Analysis, Due Thursday, Feb. 25

Complete Exercise 5.1 on page 96. (two or three pages, double-spaced). Use pages 153-57 as a resource. **Note:** This assignment calls for a PLAN. Don't give me conclusions. Don't tell me what you did do. Tell me what you will need to do at each step and why.

Assignment #2, Position Description, Due Tuesday, March 2

Complete Exercise 5.2. Note that the last sentence in Exhibit 5.8 should read as follows: "IV. Job Requirements and Qualifications (list all minimum KSAOs and the means by which they are typically acquired." Note also the advice provided on p. 95.