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Spring 2-1-2015

### PSCI 522.01: Human Resource Management

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**University of Montana**  
**Political Science 522: Human Resource Management**  
**Thursday: 4:10-6:30 p.m.**  
**Spring 2015**

**Instructor Information**

Three (3) credit hours

Classroom: Liberal Arts 337

Instructor: Dr. Sara Rinfret

Professor's Office: Liberal Arts 352

Email: sara.rinfret@mso.umt.edu (email is the most reliable way to contact me)

Office Hours: Monday (9-10 a.m.), Wednesday (9-10 a.m.), Thursday (2-3 p.m.), or by appointment

**Course Description**

People are an asset critical to the functions of government. Effective personnel management requires developing these assets in a manner that helps an agency accomplish its mission. In addition to civil servants being a strategic asset, public personnel management is a key tool for holding civil servants accountable for serving the public and upholding the values enumerated in the Constitution. This occurs in a political environment and requires managing the tension between merit and patronage. This semester will include an overview of the context in which public personnel management (or human resource management) is administered and an exploration of core functions and activities. Case studies and exercises will be used to highlight the tensions, responsibilities, and tasks of personnel management. Students will complete the course with an understanding of the political/legal context of public personnel management, its strategic importance to mission accomplishment, and the interrelatedness of the core functions.

**Expectations for Student Learning for this Course and the University of Montana'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; and
4. Demonstrate graduate level writing, public speaking, critical thinking, research, and analytical skills.

**Course Readings**

Books required for the course:

1. Battaglio, R. Paul. 2015. *Public Human Resource Management: Strategies and Practices in the 21<sup>st</sup> Century*. CQ Press.
2. Sutton, Robert I. 2007. *The No Asshole Rule: Building a Civilized Workplace and Surviving One that Isn't*. Business Plus.
3. Reeves, T. Zane. 2006. *Cases in Public Human Resource Management*. 2<sup>nd</sup> edition. Wadsworth.
4. Moodle Required Readings – noted with an asterisk (\*) in the course schedule

For students interested in cheaper versions of books for this course, I suggest using the university's inter-library loan – great way to decrease costs and to renew throughout the semester at no cost.

## Course Expectations

Although it goes without saying that students get out of a course what they put into it, it is important to emphasize several key expectations.

### **Class Preparation and Participation:**

The goal of this course is to introduce students to the graduate study of human resource management and that can only be accomplished by engaging the material inside and outside of class. During class, this means participation is a must. Everyone - students and the instructor - can and should learn from one another. Learning is a process and is enhanced by dialogue. Additionally, engaging the material requires that students come to class having rigorously read the assignments so that they are prepared to thoughtfully and productively contribute to the class discussion.

### **Attendance and Tardiness:**

In any graduate course attendance is crucial; students who are not in class do not have the opportunity to learn from the rest of the class and the class does not have the opportunity to benefit from an absent student. Since this course only meets once a week, students are allotted one absence for the semester for any reason. Upon a second absence, a student must meet with the instructor to determine what extra assignments need to be submitted to make-up for the additional absence. Any more than two absences during the semester will merit a serious consideration of whether the course should be dropped and attempted in the future.

Students who are frequently late to class or who leave early should also expect to have their overall grade reduced. After all, being late to a class is problematic for the student who is tardy, fellow students, and the instructor. A student who arrives to class late is disruptive to everyone. Students are expected to get to class on time and stay for the duration of the class. Excessive tardiness will negatively impact a student's final grade.

### **Lap Top Computers and Cell Phone Policy:**

Because class participation and discussion are vital to this class, it is imperative that class discussions be conducted in an appropriate manner that benefits the larger university environment. Therefore, debate is encouraged as long as it is conducted with respect and civility. Courtesy in class discussion extends to making sure *cell phones are silenced* and are *not accessed* during class. Additionally, laptops and tablets provide a great distraction and often detract from the classroom setting. *Laptops and tablets are only permitted in the classroom if their use compliments rather than detracts from the educational environment.*

### **Using Moodle:**

This semester each student is enrolled in Moodle. Moodle is where students can find additional copies of the course syllabus, required readings, assignment instructions, grades, dropboxes for assignments, and class announcements. Here is the link for Moodle access: <http://umonline.umt.edu/>

Keep in mind that our Moodle course site is organized by three tabs:

1. Course information – extra copy of the course syllabus or any sign up lists
2. Readings – organized by week to coincide with the course schedule
3. Assignments – where you submit assignments via a Word doc or docx file, find samples, or additional assignment instructions

**Firing Option:**

The firing option links to our major group “pair and share” project for the semester. Often working in groups can be difficult, thus each group reserves the right to use the firing option. For underperforming team members, a group can fire a team member after first providing a written warning and consultation with the professor. If the performance does not improve after the warning, the group can fire their teammate. Fired students will then have to conduct an additional research project on their own in addition to any remaining deliverables.

**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, MLA, Chicago, or APA (in-text citations and a reference page are necessary)
3. 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, he/she should make arrangements to turn in the assignment ahead of time.
4. All assignments must be turned in electronically 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.
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 and will be treated as an act of plagiarism.

**Assessment of Student Learning Outcomes:**

Students are evaluated according to their performance in the following areas: 1) reading/case commentaries; 2) take home exam; 3) lessons from HR practitioners; and 4) pair and share project.

**Reading and Case Commentaries (10 points apiece x 5 = 50 points possible)**

Reading/case commentaries are intended to encourage reflective reading and informed discussion for our weekly meetings. Please use the information listed below as your assignment instructions/checklist to write these assignments. Moreover, to provide clarity in grading, each item lists a point associated with it to represent how each portion of the assignment is graded:

1. Provide an argument/theme for the week in the introduction (1 point)
2. Connect the dots between the Reeves’ case(s) and course readings for the week in the body of the paper (2 points)
  - a. For commentary #6 only, the Sutton book is your case reading for the week
3. Pose at least 2 questions for the class in the conclusion (e.g. something you disagree with or a topic you find confusing) (1 point)
4. Specific readings or key ideas are clearly cited with the author reference **in text** however, a formal reference list is not needed at the end (1 point)
5. These assignments should not be summary or a description of the readings, but should reflect your thoughts and analysis on the week’s topic and cases (2 points)
6. This assignment should be 2 pages/double-spaced (maximum), clearly written, organized, and proofread (2 points)

7. Please be prepared to share your ideas with your colleagues each week and bring a hard copy to turn in at the end of the class period (1 point)

Over the course of the semester, several (6) commentaries are possible and students are required to submit 5 total essays. Students can submit more than 5 and I will honor the highest grades received.

Evaluative Criteria for Commentaries: A Range = followed items 1-7; B Range = included at least 6 out of the 7 items listed above; C-Below = included 5 out of the 7 listed above

### **Examination (100 points possible)**

There will be one take-home examination during the mid-point of the semester. You are permitted to use materials for the course, including notes and readings; however, the exam should be completed without assistance or discussion from anyone else and instructions must be followed. The exam will be distributed in class at least one week before they are due. Students will be provided a list of questions to choose from; rather you will have a choice in the questions you answer. The purpose of the exam is to apply theory to practice and indicate your level of mastery of course materials.

### **Lessons from HR Practitioners (75 points possible):**

This semester we will have an opportunity to meet with 3 human resource management specialists. These individuals include: Dr. David Shively (UFA President and UM Professor of Geography), Patty Baumgart (HR Director for Missoula County), and Roberta Smith (McGeeSmith Training and HR Consulting). For this particular assignment you will use your own experiences and course readings to write a paper comparing/contrasting our guest speakers that links more broadly to class materials. More specifically, this assignment should:

1. Provide an argument in the introduction and a very brief overview of each presenter. (10 points)
2. Connect the dots between course readings and presenters in the body of the paper (e.g. use course readings to provide criticisms or benefits of their style/perspectives. (20 points)
3. In the conclusion discuss your lessons learned from the three presenters. (20 points)
4. Please follow writing guidelines for the course (see above “guidelines for all written work”) (10 points)
5. This assignment should be clearly written, organized, and proofread (10 points)
6. Paper length = 4-5 pages (your reference page is not included in this page length) (3 points)
7. Please be prepared to share your ideas with your colleagues and turn in electronically via Moodle by the designated date/time listed in the course schedule below. (2 points)

Evaluative Criteria for Lessons from HR Practitioners: A Range = followed items 1-7; B Range = follows at least 6 out of the 7 items listed above; C-Below = follows at least 5 out of the 7 listed above.

### **Pair and Share Project (150 total points possible):**

One of the fundamental aspects of working in human resource management or in a public agency is being able to work well within a group or team. Simply put, one of our driving goals for UM’s MPA program is to ensure our students can work well within a team setting. Thus, students will select their own team of 2-4 students (minimum/maximum) for the semester to complete 3 deliverables (*details listed in the appendix at the end of the syllabus*) to examine contemporary human resource management issues from the Battaglio text in order offer possible solutions for the future.

**Totals Points for the Course:**

Mid Semester Examination	100 points (27% of final grade)
Commentaries	50 points (13% of final grade)
Pair and Share Project	150 points (40 % of final grade)
Lessons from HR Practitioners	75 points (20% of final grade)
<b>Total</b>	375 points possible

**Grading Scale:** The University of Montana uses the Plus/minus grading system and a Credit/No Credit system (the CR/NCR replaces the Pass/Fail system used in the past). *General education courses must be taken using the traditional letter grade to count toward one's general education requirements.* To accommodate the Plus/Minus system the grading scale shown below will be used.

<b>Grade</b>	<b>Point Scale</b>	<b>Point Range</b>	<b>GPA</b>
A	93-100	8 points	4.00
A-	90-92	3 points	3.67
B+	87-89	3 points	3.33
B	83-86	4 points	3.00
B-	80-82	3 points	2.67
C+	77-79	3 points	2.33
C	73-76	4 points	2.00
C-	70-72	3 points	1.67
D+	67-69	3 points	1.33
D	63-66	4 points	1.00
D-	60-62	3 points	.067
F	59 or lower	N/A	0.00

## Course Schedule

I require that you to stay up with the readings in order to maximize your classroom experience and minimize personal discomfort for the exams and seminar sessions. Although this is the general outline of readings, the schedule may change as the semester proceeds. If this is the case, students will be notified of any changes. The readings marked with an asterisk (\*) are available on Moodle and required. Please download these readings at the beginning of the semester since we cannot always rely on technology.

Date	Topic	Reading/Assignments
<b>Week 1:</b> Thursday, January 29	Introductions and Overview Leader and Manager	<b>Read:</b> *Moodle Chapters 1 and 2 <b>In Class Assignment:</b> Is there a difference between a leader and manager? <i>Preference sign ups</i>
<b>Week 2:</b> Thursday, February 5	Nuts and Bolts of HRM	<b>Read:</b> Battaglio Chapters 1 and 2; *Chapter 3 (generational differences), Chapter 1 (The American Public Service), Reeves Case Chapter17 <b>Due:</b> Commentary #1/turn in hard copy at the beginning of class ( <b>all students required to complete</b> ) <b>Deliverable 1 (decide state with group during class)</b>
<b>Week 3:</b> Thursday, February 12	Employment Law and Library Research Tutorial with Susanne Caro <b>(please meet in the Library's Student Learning Center, Level 2 at 4p.m.)</b>	<b>Read:</b> Battaglio Chapters 3 and 4; *Chapter 5 (diversity and cultural competency); Reeves Case Chapters 12, 13, 14 <b>Due:</b> Commentary #2 beginning of class/hard copy
<b>Week 4:</b> Thursday, February 19	Recruitment, Selection, and Pay	<b>Read:</b> Battaglio Chapter 5 and 6, *Chapter 5 (Issues in Pay), *Chapter 3 (recruiting the right people), Reeves Case Chapters 1, 4, and 7 <b>Due:</b> Commentary #3 beginning of class/hard copy
<b>Week 5:</b> Thursday, February 26	Evaluating Performance	<b>Read:</b> Battaglio Chapter 7 and 8, Reeves Case Chapters 3 and 19

		<p><b>Due:</b> Deliverable 1 (Pair and Share), 4p.m. Moodle (1 per group) and don't forget to bring talking points to class;</p> <p>Commentary #4 beginning of class/hard copy</p>
<p><b>Week 6:</b> Thursday, March 5</p>	<p>Site Visit – Missoula County HR Patricia Baumgart, HR Director</p>	<p><b>Due:</b> Come to session with questions for HR Director</p> <p><b>Please meet at 4p.m. at 199 W Pine/county administration building (downtown Missoula) for our class session – parking is often a problem so please bike, walk, or carpool</b></p>
<p><b>Week 7:</b> Thursday, March 12</p>	<p>Rules of the Game Lessons from Dave Shively, UM UFA President and Professor of Geography</p>	<p><b>Read:</b> Battaglio Chapter 9, *Chapter 7 (collective bargaining), Reeves Case Chapters 9 and 10</p> <p><b>Due:</b> Commentary #5 beginning of class/hard copy</p> <p><i>Sign up for meetings with Prof. Rinfret and Receive Exam questions</i></p>
<p><b>Week 8:</b> Thursday, March 19</p>	<p>Mid Semester Pause – one on one meetings with Professor Rinfret</p>	<p><b>Due:</b> bring questions about exam or course for meetings with Prof. Rinfret</p>
<p><b>Week 9:</b> Thursday, March 26</p>	<p>Exam Due</p>	<p><b>Due:</b> Exam, 6:30p.m., Moodle, we do not meet in person this week (work on your exam)</p>
<p><b>Week 10:</b> Thursday, April 2</p>	<p>No Class – Spring Break</p>	
<p><b>Week 11:</b> Thursday, April 9</p>	<p>Privatization and HRIS</p>	<p><b>Read:</b> Battaglio 10</p> <p><b>Due:</b> Deliverable #2, 4p.m. Moodle (be prepared to discuss in class)</p> <p><i>Sign up for deliverable 3 presentations</i></p>
<p><b>Week 12:</b> Thursday, April 16</p>	<p>Human Capital and Training with Roberta Smith (McGeeSmith Training and HR Consulting)</p>	<p><b>Read:</b> *Chapter 11 (future of PPA); begin reading Sutton book</p>
<p><b>Week 13:</b> Thursday, April 23</p>	<p>Building a Civilized Workplace and the Future of HRM</p>	<p><b>Read:</b> Sutton (entire book) and Battaglio Chapter 14</p> <p><b>Due:</b> Commentary #6/beginning of class/hard</p>



		copy (this is the only time that our commentary is slightly different than previous weeks); take Sutton’s self-test on page 121 before class (keep notes in book)
<b>Week 14:</b> Thursday, April 30	Student Perspectives	<b>Due:</b> Lessons from HR Practitioners, 4p.m., Moodle and Presentations (part of deliverable 3)
<b>Week 15:</b> Thursday, May 7  <b>Final Exam Due – Thursday, May 14</b>	Student Perspectives	<b>Due:</b> Presentations (part of deliverable 3)  <b>Due:</b> Deliverable 3 (written portion), 6:30p.m. Moodle, 1 per group

### Classroom Policies

- **Extra Credit:** Not available for this course.
- **Make-up Exams:** Our exam is take-home and listed in the course schedule, so make up exams are not available.
- **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 classroom conduct with me, and with their fellow students. This means coming to class on time, 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 come see me during office hours or during an alternate appointment. Office hours are the best opportunity to get your questions answered. Plus, you can get to know your professors.
- **Incompletes 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. If you need an incomplete for the course, you should come to my office hours or set up a meeting with me four weeks from the end of class in order to make this request. A written medical excuse or documentation will be needed for the professor to grant such a request.
- **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.
- **Miss a Lecture:** Lectures will not be repeated so please ask a friend for his/her notes.
- **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>) 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 Dishonesty (Plagiarism):** Students must follow the University's policies for academic dishonesty. For detailed information, please view: <http://www.umt.edu/catalog/acad/acadpolicy>. 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.
- **Moodle:** This class is supported by Moodle. Please refer to this site regularly for additional readings, announcements, grades, submitting assignments, or updates to the schedule. When submitting assignments on Moodle, students should attach Microsoft Word doc or docx files.
- **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 information is: [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.

### **Appendix: Instructions for Pair and Share Deliverables 1-3**

Listed below are details for each of the deliverables for the pair and share project. Please remember to use the writing guidelines listed in the course syllabus and cite several scholars to make your case in each deliverable.

#### *Deliverable 1: "Performance Based Pay" (45 points possible out of 150)*

To get started with this assignment, please read the exercise details on page 185, question 1 in the Battaglio text. In order to complete this assignment student groups should:

1. Work together to research and locate a state and/or state level agency that has considered or is currently using a performance-based pay system (this can be anywhere in the U.S., you decide – student groups should have different selections, however)
2. After reading about their performance based pay system, please write a 4-5 page, double spaced paper that addresses:
  - a. Introduction: Explain your state and/or state level agency and the reasons for performance based pay
  - b. Body of Paper: provide a critical review of this approach – examine the pros/cons and use our own course readings and/or outside scholarship to perform this critical review
  - c. Conclusion: What are your suggestions for improvement or what is this approach doing correct?

- d. Prepare a few talking points (3-4 minutes worth) to share results in class (do not include with paper, just bring to class)
- e. Due date: February 26, 2015, 4p.m., Moodle, 1 per group

*Deliverable 2: Recruitment of IT Personnel (45 points possible out of 150)*

The purpose of deliverable 2 is to use course materials from the semester with a particular emphasis on Chapter 11 (Battaglio) to build in-house, the capacity for maintaining an HRIS. Thus, the goal of this assignment is for your group to write a job description and rationale for an IT director. Please use the following for this assignment:

1. Select a local, state or federal agency
2. Based upon this selection, write a job description in 1-2 pages for an IT director that includes:
  - a. Brief description of the job
  - b. List of knowledge, skills, and abilities needed for the job
  - c. Description of tasks and duties this person is responsible for carrying out
  - d. Application materials required
  - e. Date to apply and address for application submission
3. Include a 1 page plan on how best to market or advertise this position and 5 potential interview questions to ask job candidates (this should be included at the end of the job description)
4. Prepare a few talking points (3-4 minutes worth) to share results in class (do not include with paper, just bring to class)
5. Due date: April 9, 4p.m., Moodle, 1 per group

*Deliverable 3: Overcoming Challenges (60 points possible out of 150)*

Battaglio's Chapter 14 documents that there are 5 challenges for human resource management reform. Therefore, the purpose of this assignment is for your group to select 1 out of the 5 challenges and provide a possible solution(s). More specifically this assignment is twofold – presentation and paper.

Paper Details (30 points possible out of the 60):

1. Select 1 challenge from the list of 5 in Battaglio Chapter 14
2. Write a 4-5 page paper that addresses
  - a. Intro: Explain and argue why this is an HRM challenge
  - b. Body: use evidence from a variety of course readings from the semester analyze why this is a challenge. Then, provide 2-3 approaches (your own design or build upon suggestions from scholars) to tackle this challenge.
  - c. Conclusion: Out of the plausible approaches to tackle this challenge, explain which approach is the best/why.
  - d. Due date: May 14, 6:30p.m.

Presentation Details (20 points possible out of the 60):

1. Put together a 15 minute presentation (make sure all group members are part of this presentation) that addresses:
  - a. Why did your group select this challenge?
  - b. How did you come up with solutions?
  - c. Can we ultimately overcome this challenge?
  - d. Please note: be prepared to answer questions from classmates/professor and dress professionally for your presentation.
  - e. Due date: TBD during the final few weeks of class.

Please note: at the end of the semester each team will complete a self and team evaluation assessment. This assessment is worth 10 points of Deliverable 3.