PSC 460.01: Human Resource Management

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Political Science 460  
HUMAN RESOURCE MANAGEMENT  
Spring 2009

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Office Hours: MWF 1-2 pm or by appt  
Class Time: MWF 12n-1pm  
Class Location: LA 337

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. The course provides a solid base of understanding for those considering a career in 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.

Required Texts

1) PSC 460 Human Research Management Course Pack, UC Bookstore.


Course Requirements

Students are required to read all assigned readings, be prepared to discuss them in class, take three exams, and submit five writing assignments. Each exam is worth 100 points and the writing assignments 20 points each.

\[
\begin{align*}
A &= 372-400 \\
A- &= 360-371 \\
B+ &= 348-359 \\
B &= 332-347 \\
B- &= 320-331 \\
C+ &= 308-319 \\
C &= 292-307 \\
C- &= 280-291 \\
D+ &= 268-279 \\
D &= 252-267 \\
D- &= 240-251 \\
F &= 0-239
\end{align*}
\]

Sources for Writing Assignments: The availability of potential sources for student use in developing writing assignments will be discussed in class. Students are encouraged to utilize sources provided in and through the Mansfield Library.
Special Assignment for Graduate Students

Graduate students are required to develop a 1-2 page (double-spaced) case study based on personal experience that raises an important personnel problem or issue. Students are then required to identify appropriate analytical questions and proceed to write a three-page analysis of the case.

**PSC 400:** Students enrolled in this optional one-credit, co-requisite course will write a ten page essay on a course-related topic approved by the instructor. Students may rewrite the essay and submit it for a new grade. The important facets of writing must be discussed with the instructor prior to writing the essay (style, organization, sources, and method of citation and documentation). The essay is worth 100 points and will be graded based upon content (clarity and validity of argument) and writing (grammar, diction, syntax, and logical development).

**Reading Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tbody>
<tr>
<td>Monday 26 January</td>
<td>Introduction to Human Resource Management</td>
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<td>Wednesday 28 January</td>
<td>An Introduction to the Human Resource Function</td>
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<td></td>
<td>Read: Tompkins, Chapter 1, pages 1-16</td>
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<td></td>
<td>Reeves, Case 8, pages 45-49</td>
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<tr>
<td>Friday 30 January</td>
<td>Strategic Human Resource Management</td>
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<td>Read: Tompkins, Chapter 2, pages 20-26</td>
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<td>Tompkins’ article, “SHRM in Government,” pages 95-109</td>
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<td>Monday 02 February</td>
<td>Fair Labor Standards Act</td>
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<td>Read: Reeves, Case 5, Pages 27-31</td>
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<td>Wednesday 04 February</td>
<td>Centralized Merit Systems</td>
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<td></td>
<td>Read: Tompkins, Chapter 3, pages 37-52</td>
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<td></td>
<td>Pendleton Act of 1883</td>
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<tr>
<td>Friday 06 February</td>
<td>Centralized Merit Systems, continued</td>
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<td></td>
<td><strong>Assignment:</strong> Begin Assignment 1 – Due Friday 13 Feb 2009</td>
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<tr>
<td>Monday 09 February</td>
<td>Centralized Merit Systems, continued</td>
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<td></td>
<td>Read: Reeves, Case 7, pages 41-43</td>
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<td>Wednesday 11 February</td>
<td>Societal Values and Civil Service Reforms</td>
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<td></td>
<td>Read: Tompkins, Chapter 4, pages 53-73</td>
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<tr>
<td>Friday 13 February</td>
<td>Societal Values and Civil Service Reforms, continued</td>
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</tbody>
</table>
Read: Reeves, Case 27, pages 143-149

**Assignment 1 Due Today**

Monday 16 February  Holiday – Washington / Lincoln Day - No Class

Wednesday 18 February  Optional Review for Exam #1

Friday 20 February  **EXAM 1**

Monday 23 February  Family Medical Leave Act

Wednesday 25 February  Job Analysis and the Theory of Job Standardization
Read: Tompkins, Chapter 5, pages 76-83 and 93-97; Congressional Report Letter of Submittal

Assignment: Begin Assignment 2 – Due Monday 2 Mar 2009

Friday 27 February  Job Analysis, continued

Assignment: Be prepared to do Assignment 3 in class today –
Due Friday 6 March 2009

Monday 02 March  Job Evaluation and Pay Systems
Read: Tompkins, Chapter 6, pages 99-119

**Assignment 2 Due Today**

Wednesday 04 March  Job Evaluation and Pay Systems, continued

Friday 06 March  Job Evaluation and Pay Systems, continued
Read: Reeves, Case 3, pages 15-19
Reeves, Case 4, pages 21-25

**Assignment 3 Due Today**

Monday 09 March  Nondiscrimination Approach to Equal Employment Opportunity
Read: Tompkins, Chapter 7, pages 130-142

Wednesday 11 March  Discussion of EEO, continued

Friday 13 March  Affirmative Action Approach to Equal Employment Opportunity
Read: Tompkins, Chapter 8, pages 161-177

Monday 16 March  Affirmative Action, continued
Read: Reeves, Case 12, 69-72
Reeves, Case 13, 73-78
Reeves, Case 14, 79-81

Wednesday 18 March  Affirmative Action, continued
Friday 20 March       TBA
Monday 23 March       **Optional Review for Exam 2**
Wednesday 25 March   **Exam 2**
Friday 27 March       TBA
Monday 30 March       Spring Break – No Class
Wednesday 01 April   Spring Break – No Class
Friday 03 April       Spring Break – No Class
Monday 06 March       Employee Recruitment and Selection
                      Read: Tompkins, Chapter 9, pages 183-213
Wednesday 08 April   Employee Recruitment and Selection, continued
                      Assignment: Be prepared to do Assignment 4 in class today -
                      Due Monday 13 April 2009.
Friday 10 April       Employee Recruitment and Selection, continued
                      Read: Reeves, Case 1, pages 3-8
                      Reeves, Case 2, pages 9-14
Monday 13 April       Performance Appraisal and Counseling
                      Read: Tompkins, Chapter 11, pages 243-267
                      **Assignment 4 Due Today**
Wednesday 15 April   Performance Appraisal and Counseling, continued
                      Assignment: Be prepared to do Assignment 5 in class today –
                      Due Monday 20 April 2009.
Friday 17 April       Performance Appraisal and Counseling, continued
                      Read: Reeves, Case 15, pages 83-85
                      Reeves, Case 19, pages 103-111
                      Reeves, Case 22, pages 117-119
                      Reeves, Case 23, pages 121-125
Monday 20 April       Personnel Policies and Employee Relations
                      Read: Tompkins, Chapter 13, pages 300-324.
                      **Assignment 5 Due Today**
Wednesday 22 April   Personnel Policies and Employee Relations, continued
Read: Reeves, Case 6, pages 33-39  
Reeves, Case 20, pages 107-111

Friday 24 April    TBA

Monday 27 April    Collective Bargaining and Labor Relations  
Read: Tompkins, Chapter 14, pages 326-358

Wednesday 29 April  Discussion of Collective Bargaining, continued  
Read: Reeves, Case 9, pages 53-55  
Reeves, Case 10, pages 57-59  
Reeves, Case 11, pages 61-67

Friday 01 May    Practical Application – Reality in Practice

Monday 04 May    Optional Review for Final Exam

Wednesday 06 May    **Exam #3**

Friday 08 May    Social and Ethical Concerns  
Read: Reeves, Case 26, pages 137-141  
Reeves, Case 28, pages 151-156  
Reeves, Case 29, pages 157-159  
Reeves, Case 30, pages 161-162

Friday 15 May    Final Exam - Time 10:10 am – 12:00 noon

WRITING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Start Date</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>Friday 6 February</td>
<td>Friday 13 Feb</td>
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<td>Assignment 2</td>
<td>Wednesday 25 February</td>
<td>Monday 2 Mar</td>
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<td>Assignment 3</td>
<td>Friday 27 February</td>
<td>Friday 6 Mar</td>
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<td>Assignment 4</td>
<td>Wednesday 8 April</td>
<td>Monday 13 Apr</td>
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<tr>
<td>Assignment 5</td>
<td>Wednesday 15 April</td>
<td>Monday 20 Apr</td>
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</tbody>
</table>

Assignment 1 – The Structure of Personnel Systems – Due Friday 13 February 2009
After reading Chapter 3, write a 3-4 page paper (double-spaced) comparing and contrasting the state personnel systems of Massachusetts and Montana on two dimensions: 1) organizational structure (commission, executive office, or combination model); and 2) extent to which the state has a centralized merit system (clearly stated merit principles; centralized screening, testing and certification according to the rule of three).
Deduce answers by visiting each state’s website. For Massachusetts, go to [www.mass.gov](http://www.mass.gov). On the left side of the page, click on State Government, then Branches and Departments, and then Alphabetic List. The two agencies you are interested in are organized under a cabinet level department called Administration and Finance. First, find the Civil Service Commission and read about its history and FAQ’s. Second, find and read about the Human Resources Division. Figure out how the personnel function is shared between HRD and the Civil Service commission (e.g., who makes personnel rules, who implements personnel rules, and who performs the judicial role if someone claims the rules have been broken).

Go back to the homepage, click on State Government, click on the link to “search laws” under About State Government, Chapter 31 of Massachusetts General Laws (MGL), and then read till you bleed. ([www.mass.gov/legis/laws/mgl](http://www.mass.gov/legis/laws/mgl)). Which of the above characteristics of a centralized merit system are reflected in the law?

For Montana, go to [www.montana.gov](http://www.montana.gov). Click on Government, then State Agencies, then Administration Department (DOA), then State Personnel Division, which is a unit within DOA. Read About Us. Next, go back to the Montana Homepage, click on Government, then Montana Constitution and Laws, and then read the first few parts of Chapter 18 State Employee Classification and Benefits. (If Montana has characteristics of a centralized merit system you will find them here).

**Each student must submit his or her paper separately**

**Assignment #2 – An ADA Analysis – Due Monday 2 March 2009.**
Complete Exercise 5.1 on page 96. (Two or three pages, double-spaced). Use pages 153-157 as a resource. **Note:** This assignment call for a PLAN characterized by a series of steps. Do not give me conclusions. Do not tell me what you did do. Explain what you will need to do at each decision step to be in compliance with the ADA. Begin with whether the law even applies to you as an employer.

**Each student must submit his or her paper separately**

**Assignment #3 – Position Description – Due Friday 06 March 2009**
Complete Exercise 5.2 on page 97. Note the advice on page 95.

**Each student must submit his or her position description separately**

**Assignment #4 – Supplemental Application Form and T&E Scoring Form – Due Monday 13 April 2009**
You are a department personnel officer. Using the interview technique for conducting job analysis, you recently wrote a position description. You also evaluated the job’s worth and assigned it to an appropriate pay grade. You have now received authorization to fill the vacant position. The line manager has asked you to recruit applicants and design a system for evaluating their training and experience. Your assignment is to write a Supplemental Application Form and a T&E Scoring Form similar to those in Exhibits 9.4 and 9.5. Keep in mind, years of experience is not always the best indicator that KSAO’s are possessed; education and specialized training may be pertinent as well.
Suggestion: Proceed sequentially, listing all KSAO’s before identifying appropriate SAF questions and evaluative criteria. Remember, its training and experience you with to determine.

**Each student must submit his or her SAF and T&E SF separately**

**Assignment #5 – Performance Appraisal Form – Due Monday 20 April 2009**
You are a department personnel officer. You recently helped recruit and select a new employee. The line manager has now asked you to develop a performance appraisal form that will help assess the performance of the new employee (no applicable appraisal method is currently in place). You decide to use the critical incident technique of job analysis and to construct appropriate BOS’s. Working as a group, and using the critical incident technique (pages 89-90), identify six behaviors that “define a superior employee” in this position. Next, construct and submit an appraisal form comprised of at least six behavioral observation scales.

This is much harder than it first seems. Some suggestions: 1) Avoid listing traits, KSAO’s, or tasks. The idea is to identify discrete behaviors, behaviors that supervisors associate with superior performance. 2) Take a look at Exhibit 11.7, pages 258, but do not plagiarize. Behaviors must be generated from personal observation. 3) Since you are not equally familiar with the position, help the position incumbent identify critical behaviors by asking probing questions.

**Each student must submit his or her performance appraisal form separately**