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### PSC 460.01: Human Resource Management

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Political Science 460  
**HUMAN RESOURCE MANAGEMENT**  
 Spring 2009

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 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.
- 2) *Cases in Public Human Resource Management*, T. Zane Reeves, 2<sup>nd</sup> Edition, Thomson-Wadsworth

**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.

A = 372-400 points	B- = 320-331	D+ = 268-279
A- = 360-371	C+ = 308-319	D = 252-267
B+ = 348-359	C = 292-307	D- = 240-251
B = 332-347	C- = 280-291	F = 0-239

**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

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

	Read: Reeves, Case 27, pages 143-149 <b>**Assignment 1 Due Today**</b>
Monday 16 February	<b>Holiday – Washington / Lincoln Day - No Class</b>
Wednesday 18 February	Optional Review for Exam #1
Friday 20 February	<b>**EXAM 1**</b>
Monday 23 February	Family Medical Leave Act
Wednesday 25 February	<u>Job Analysis and the Theory of Job Standardization</u> Read: Tompkins, Chapter 5, pages 76-83 and 93-97; Congressional Report Letter of Submittal <b>Assignment: Begin Assignment 2 – Due Monday 2 Mar 2009</b>
Friday 27 February	<u>Job Analysis, continued</u> <b>Assignment: Be prepared to do Assignment 3 in class today – Due Friday 6 March 2009</b>
Monday 02 March	<u>Job Evaluation and Pay Systems</u> Read: Tompkins, Chapter 6, pages 99-119 <b>**Assignment 2 Due Today**</b>
Wednesday 04 March	<u>Job Evaluation and Pay Systems, continued</u>
Friday 06 March	<u>Job Evaluation and Pay Systems, continued</u> Read: Reeves, Case 3, pages 15-19 Reeves, Case 4, pages 21-25 <b>**Assignment 3 Due Today**</b>
Monday 09 March	<u>Nondiscrimination Approach to Equal Employment Opportunity</u> Read: Tompkins, Chapter 7, pages 130-142
Wednesday 11 March	<u>Discussion of EEO, continued</u>
Friday 13 March	<u>Affirmative Action Approach to Equal Employment Opportunity</u> Read: Tompkins, Chapter 8, pages 161-177
Monday 16 March	<u>Affirmative Action , continued</u> Read: Reeves, Case 12, 69-72 Reeves, Case 13, 73-78 Reeves, Case 14, 79-81
Wednesday 18 March	<u>Affirmative Action , continued</u>

Friday 20 March	TBA
Monday 23 March	<b>**Optional Review for Exam 2**</b>
Wednesday 25 March	<b>**Exam 2**</b>
Friday 27 March	TBA
Monday 30 March	<b>Spring Break – No Class</b>
Wednesday 01 April	<b>Spring Break – No Class</b>
Friday 03 April	<b>Spring Break – No Class</b>
Monday 06 March	<u>Employee Recruitment and Selection</u> Read: Tompkins, Chapter 9, pages 183-213
Wednesday 08 April	<u>Employee Recruitment and Selection, continued</u> <b>Assignment: Be prepared to do Assignment 4 in class today - Due Monday 13 April 2009.</b>
Friday 10 April	<u>Employee Recruitment and Selection, continued</u> Read: Reeves, Case 1, pages 3-8 Reeves, Case 2, pages 9-14
Monday 13 April	<u>Performance Appraisal and Counseling</u> Read: Tompkins, Chapter 11, pages 243-267 <b>**Assignment 4 Due Today**</b>
Wednesday 15 April	<u>Performance Appraisal and Counseling, continued</u> <b>Assignment: Be prepared to do Assignment 5 in class today – Due Monday 20 April 2009.</b>
Friday 17 April	<u>Performance Appraisal and Counseling, continued</u> 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	<u>Personnel Policies and Employee Relations</u> Read: Tompkins, Chapter 13, pages 300-324. <b>**Assignment 5 Due Today**</b>
Wednesday 22 April	<u>Personnel Policies and Employee Relations, continued</u>

	Read: Reeves, Case 6, pages 33-39 Reeves, Case 20, pages 107-111
Friday 24 April	TBA
Monday 27 April	<u>Collective Bargaining and Labor Relations</u> Read: Tompkins, Chapter 14, pages 326-358
Wednesday 29 April	<u>Discussion of Collective Bargaining, continued</u> Read: Reeves, Case 9, pages 53-55 Reeves, Case 10, pages 57-59 Reeves, Case 11, pages 61-67
Friday 01 May	<u>Practical Application – Reality in Practice</u>
Monday 04 May	Optional Review for Final Exam
Wednesday 06 May	<b>**Exam #3**</b>
Friday 08 May	<u>Social and Ethical Concerns</u> 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	<b>Final Exam - Time 10:10 am – 12:00 noon</b>

## WRITING ASSIGNMENTS

<u>Assignment</u>	<u>Start Date</u>	<u>Due Date</u>
Assignment 1	Friday 6 February	Friday 13 Feb
Assignment 2	Wednesday 25 February	Monday 2 Mar
Assignment 3	Friday 27 February	Friday 6 Mar
Assignment 4	Wednesday 8 April	Monday 13 Apr
Assignment 5	Wednesday 15 April	Monday 20 Apr

### **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 that 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\*\***



