

Spring 2-1-2008

PSC 460.01: Human Resource Management

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Munro, Jesse, "PSC 460.01: Human Resource Management" (2008). *Syllabi*. 6949.
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Political Science 460
HUMAN RESOURCE MANAGEMENT
Spring 2008

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Office: TBA
Office Hours: Mon, Wed, 2-3 pm or by appt
Class Time: MWF 1:00 pm – 2:00 pm
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.

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, 2nd 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

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 3 page analysis of the case.

Reading Assignments

- Wednesday 23 Jan 2008 Introduction to Human Resource Management
- Friday 25 Jan 2008 An Introduction to the Human Resource Function
Read: Tompkins, Chapter 1, pages 1-16
Reeves, Case 8, pages 45-49
- Monday 28 Jan 2008 Strategic Human Resource Management
Read: Tompkins, Chapter 2, pages 20-26;
Tompkins' article, "SHRM in Government," pages 95-109
- Wednesday 30 Jan 2008 Fair Labor Standards Act
Read: Reeves, Case 5, Pages 27-31
- Friday 01 Feb 2008 Centralized Merit Systems
Read: Tompkins, Chapter 3, pages 37-52
Pendleton Act of 1883
- Monday 04 Feb 2008 Centralized Merit Systems, continued
Assignment: Begin Assignment #1 – Due Monday 11 Feb 2008
- Wednesday 06 Feb 2008 Centralized Merit Systems, continued
Read: Reeves, Case 7, pages 41-43
- Friday 08 Feb 2008 Societal Values and Civil Service Reforms
Read: Tompkins, Chapter 4, pages 53-73
- Monday 11 Feb 2008 Societal Values and Civil Service Reforms, continued
Read: Reeves, Case 27, pages 143-149
****Assignment #1 Due Today****
- Wednesday 13 Feb 2008 Optional Review for Exam #1
- Friday 15 Feb 2008 ****EXAM #1****
- Monday 18 Feb 2008 **Holiday – No Class.**
- Wednesday 20 Feb 2008 Family Medical Leave Act

Friday 22 Feb 2008	<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 Assignment: Begin Assignment #2 – Due Monday 25 Feb 2008
Monday 25 Feb 2008	<u>Job Analysis, continued</u> Assignment: Be prepared to do Assignment #3 in class today; submit it <u>Friday, February 29.</u> **Assignment #2 is Due Today**
Wednesday 27 Feb 2008	<u>Job Evaluation and Pay Systems</u> Read: Tompkins, Chapter 6, pages 99-119
Friday 29 Feb 2008	<u>Job Evaluation and Pay Systems, continued</u> **Assignment #3 is Due Today**
Monday 03Mar 2008	<u>Job Evaluation and Pay Systems, continued</u> Read: Reeves, Case 3, pages 15-19 Reeves, Case 4, pages 21-25
Wednesday 05 Mar 2008	<u>Nondiscrimination Approach to Equal Employment Opportunity</u> Read: Tompkins, Chapter 7, pages 130-142
Friday 07 Mar 2008	<u>Discussion of EEO, continued</u>
Monday 10 Mar 2008	<u>Affirmative Action Approach to Equal Employment Opportunity</u> Read: Tompkins, Chapter 8, pages 161-177
Wednesday 12 Mar 2008	<u>Affirmative Action , continued</u> Read: Reeves, Case 12, 69-72 Reeves, Case 13, 73-78 Reeves, Case 14, 79-81
Friday 14 Mar 2008	<u>Affirmative Action , continued</u>
Monday 17 Mar 2008	<u>TBA</u>
Wednesday 19 Mar 2008	**Optional Review for Exam #2**
Friday 21 Mar 2008	<u>**Exam #2**</u>
Monday 24 Mar 2008	Spring Break – No Class
Wednesday 26 Mar 2008	Spring Break – No Class

Friday 28 Mar 2008	Spring Break – No Class
Monday 31 Mar 2008	<u>Employee Recruitment and Selection</u> Read: Tompkins, Chapter 9, pages 183-213
Wednesday 02 Apr 2008	<u>Employee Recruitment and Selection, continued</u> Assignment: Be prepared to do Assignment #4 in class as a group Submit it Monday, April 07.
Friday 04 Apr 2008	<u>Employee Recruitment and Selection, continued</u> Read: Reeves, Case 1, pages 3-8 Reeves, Case 2, pages 9-14
Monday 07 Apr 2008	<u>Performance Appraisal and Counseling</u> Read: Tompkins, Chapter 11, pages 243-267 **Assignment #4 is Due Today**
Wednesday 09 Apr 2008	<u>Performance Appraisal and Counseling, continued</u> Assignment: Be prepared to do Assignment #5 in class as a group Submit it Monday, April 14.
Friday 11 Apr 2008	<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 14 Apr 2008	<u>Personnel Policies and Employee Relations</u> Read: Tompkins, Chapter 13, pages 300-324. **Assignment #5 is Due Today**
Wednesday 16 Apr 2008	<u>Personnel Policies and Employee Relations, continued</u> Read: Reeves, Case 6, pages 33-39 Reeves, Case 20, pages 107-111
Friday 18 Apr 2008	<u>TBA</u>
Monday 21 Apr 2008	<u>Collective Bargaining and Labor Relations</u> Read: Tompkins, Chapter 14, pages 326-358
Wednesday 23 Apr 2008	<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 25 Apr 2008	No Class
Monday 28 Apr 2008	<u>Practical Application – Reality in Practice</u>
Wednesday 30 Apr 2008	<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 02 May 2008	<u>Optional Review for Final Exam</u>
Tuesday 06 May 2008	<u>Final Exam – Exam #3</u>

WRITING ASSIGNMENTS

Assignment #1 – The Structure of Personnel Systems – Due Monday, February 11, 2008.

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. 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). Which of the above characteristics of a centralized merit system are reflected in the law?

For Montana, go to 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, February 25, 2008.

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 Monday, February 29, 2008.

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, April 07, 2008.

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 that 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, April 14, 2008.

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****

EXAM QUESTIONS

Note: Your grade in the course depends on the quality of your essay responses. Reasoning and logical development are vitally important. Do not respond in a superficial or formalistic manner. Remember to:

- 1) place the essay in an appropriate context by establishing its importance/significance in the introductory paragraph.
- 2) begin each paragraph with a topic sentence borrowed from your essay outline.
- 3) back up your key points with analysis, e.g., by providing examples and explaining the significance of each key point.
- 4) stick to the issue (do not use the shotgun approach).

Exam #1 – (Two questions will be drawn randomly in class)

1. Write an essay demonstrating your understanding of the HR function as a core management function and the partnership that is required between line and staff officers to carry it out.
2. Write an essay demonstrating your understanding of centralized merit systems in terms of both principles and defining characteristics. In doing so, also distinguish between the commission and executive personnel office models.
3. Civil service reforms do not happen by accident; they are products of shifting societal values. Write an essay identifying the key reforms contained in the Civil Service Reform Act of 1978 and assessing whether a proper balance of societal values has been achieved.

Exam #2 – (Two questions will be drawn randomly in class)

1. The theory of job standardization holds that jobs should be defined scientifically through careful job analysis, that their worth should be determined scientifically by evaluating job content, and that the job incumbent should be paid according to the demands the job places on him or her. Write an essay demonstrating your understanding of this theory and offering a critique of it. (Note that you will need to draw on more than one chapter).
2. You are the manager of the IT unit in state government and you are having trouble hiring and retaining computer specialists. You want to raise the rate of pay for these positions but find out that it is not so easy. Write an essay explaining what it is about content-based job evaluation systems that makes your task so difficult, why it is next to impossible for you to maintain both internal and external equity at once, and what you think you should do. Provide examples as appropriate.

3. Define the disparate treatment theory of discrimination as articulated by the courts, provide some examples of disparate treatment, and explain what things a manager should do or not do to reduce the risk of a disparate treatment law suit.
4. Define the adverse impact theory of discrimination and the kinds of situations in which adverse impact is likely to occur. Identify the legal standards articulated in the Griggs decision and explain how to conduct adverse impact analysis, including use of the 80% rule. Also explain your responsibilities as a manager if the 80% rule is violated.

Exam #3 – (Two questions will be drawn randomly in class)

1. Explain why it is difficult to predict who will prove to be the best employee from among the many job applicants from which you have to choose. Assuming you are free to design the selection process for your agency, what selection strategies would you adopt and why?
2. Although everyone seems to think that appraising work performance is necessary, rarely do workers or managers feel it is done well. Write an essay describing and justifying the type of system you would put in place as the manager of a bureau comprised mostly of white collar professionals.
3. An employee has reportedly taken a punch at his supervisor. Describe how you will respond in your role as office manager. Define due process and just cause and explain how you will observe them in considering disciplinary action against this employee.
4. Write an essay describing the NLRA model of collective bargaining and explaining how it has been modified for use in the public sector.