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Spring 2-1-2018

### PSCI 462.01: Human Resource Management

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# COURSE SYLLABUS

## PROFESSOR

Professor: Dr. Adam Brewer

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Office Hours: Monday/Wednesday 9:30am-10:30am, Tuesday/Thursday 12:30pm-1:30pm, or by appointment

(The Course Calendar is at the top for your convenience. Please refer to it and Moodle frequently throughout the semester for all due dates, assignments, and class objectives)

## COURSE CALENDAR

### *Part I: The Parameters of the American Political System*

#### **Week 1: Introduction to the Case Approach**

Preliminary Preparation- Rosenbloom PDF Reading (On Moodle)

Tuesday, Jan 23<sup>rd</sup>

Objective- Establish class teams and organization of the course.  
What are public workplace issues in the U.S.? \*Class Overview Cases\*

Thursday, Jan 25<sup>th</sup>

#### **Readiness Assessment 1 Today In Class!**

Objective- The Law, Politics, Management, and Ethics of public workplace issues in the United States. Introduction to decision models.

Postliminary Reflection- None

#### **Week 2: Public Personnel Administration in the U.S.**

Preliminary Preparation- Cooper PDF reading, Callaghan PDF reading (On Moodle)

Tuesday, Jan 30<sup>th</sup>

#### **Readiness Assessment 2 Today In Class**

Objective- Ethics and the public workplace.

Thursday, Feb 1<sup>st</sup>

#### **Short Case #1 "The New Position" is due today**

Objective- Discuss Short Case #1 today

Postliminary Reflection- Watch Video Link (On Moodle)

**Postliminary Question Sheet 1 Due 11:59pm Saturday night!**

#### **Week 3: Negotiation and the Public Workplace**

Preliminary Preparation- Fisher and Ury (first half of book for Tuesday, second half for Thursday)

Tuesday, Feb 6<sup>th</sup>

#### **Readiness Assessment 3 Today in Class**

Objective- Student teams will be assigned specific discussion questions

Thursday, Feb 8<sup>th</sup>

#### **Readiness Assessment 4 Today in Class**

Objective- Discussion Case: Karen Hannen and Robert Welch: Change at the Division of Economic Analysis (we will apply the reading of Fisher and Ury to this case in class)

#### **Week 4: Patronage & the Merit System in the Workplace**

Preliminary Preparation- Williams and Bowman PDF reading (On Moodle)

Tuesday, Feb 13<sup>th</sup>

##### **Readiness Assessment 5 Today in Class**

Objective- Five Perspectives of Merit and Patronage in American public administration.

Thursday, Feb 15<sup>th</sup>

##### **Short Case #2 "Replacing the City Planner" is due today**

Objective- Discuss Short Case #2 today

Postliminary Reflection- Watch Video Link (On Moodle)

**Postliminary Question Sheet 2 Due 11:59pm Saturday night!**

#### ***Part II: The Constitution and Major Issues of Hiring and Firing in the Public Sector***

#### **Week 5: The Constitution and the Bill of Rights in the Workplace**

Preliminary Preparation- UMKC Law School PDF reading (On Moodle)

Tuesday, Feb 20<sup>th</sup>

##### **Readiness Assessment 6 Today In Class!**

Objective- Off Duty Conduct, Religion, Search and Seizure

Thursday, Feb 22<sup>nd</sup>

Objective- Free Speech

#### **Week 6: Free Speech and Social Media Policy in the Workplace**

Preliminary Preparation- Kleinschmidt and Kim, Uof Missouri, Nadler and Schluman (All PDF on Moodle)

Tuesday, Feb 27<sup>th</sup>

##### **Readiness Assessment 7 Today In Class**

Objective- Social Media Policy, Free Speech, and Due Process

Thursday, Mar 1<sup>st</sup>

##### **Short Case #3 "Social Media and the Public Sector Workplace: The Case of Facebook and the City Planner" is due today**

Objective- Discuss Short Case #3 today

Postliminary Reflection- Watch Video Link (On Moodle)

**Postliminary Question Sheet 3 Due 11:59pm Saturday night!**

#### **Week 7: Affirmative Action in the Workplace**

Preliminary Preparation: Robinson PDF reading, Mitchell PDF reading (On Moodle)

Tuesday, Mar 6<sup>th</sup>

##### **Readiness Assessment 8 Today In Class**

Objective- Five Perspectives of the Affirmative Action Debate

Thursday, Mar 8<sup>th</sup>

Objective- More Affirmative Action \*Participation Survey\*

#### **Team Participation/ Attendance applied to your midterm grade**

#### **Week 8: Americans with Disabilities Act (ADA) Compliancy in the Workplace**

Preliminary Preparation: Greenlaw and Kohl PDF reading, Crampton and Hodge PDF reading (On Moodle)

Tuesday, Mar 13<sup>th</sup>

##### **Readiness Assessment 9 Today In Class**

Objective- Five Perspectives of the Americans with Disabilities Act

Thursday, Mar 15<sup>th</sup>

##### **Short Case #4 "The Big City Police Department" is due today**

Objective- Discuss Short Case #4 today

Postliminary Reflection- Watch Video Link (On Moodle)

**Postliminary Question Sheet 4 Due 11:59pm Saturday night!**

**Week 9: ADA in the Workplace (continued)**

Preliminary Preparation- Whittenbury (read whole book)

Tuesday, Mar 20<sup>th</sup>

**Readiness Assessment 10 Today In Class**

Objective- More ADA

Thursday, Mar 22<sup>nd</sup>

Objective- Five Perspectives of Sexual Harassment

***Part III. Civil Rights and the Workplace***

**Week 10: Spring Break**

Preliminary Preparation- None

Tuesday, Mar 27<sup>th</sup>

No Class!

Thursday, Mar 29<sup>th</sup>

No Class!

Postliminary Reflection- None

**Week 11: Sexual Harassment in the Workplace**

Preliminary Preparation- Cares et al. (On Moodle)

Tuesday, Apr 3<sup>rd</sup>

**Readiness Assessment 11 In Class Today**

Objective- Sexual Harassment in the workplace

Thursday, Apr 5<sup>th</sup>

**Short Case #5 “The Disabled Parks Employee” is due today**

Objective-Discuss Short Case #5

Postliminary Reflection- Watch Video Link (On Moodle)

**Postliminary Question Sheet 5 Due 11:59pm Saturday night!**

**Week 12: Sexual Harassment in the Workplace (continued)**

Preliminary Preparation- TBD

Tuesday, Apr 10<sup>th</sup>

**Readiness Assessment 12 In Class Today**

Objective- Sexual Harassment (continued)

Thursday, Apr 12<sup>th</sup>

**Research Case “The Cardiac Hospital Team” is due today**

Objective- Discuss Research Case #1 today

**Week 13 Gender and Sexuality in the Workplace**

Preliminary Preparation- Bell et al. PDF reading (On Moodle)

Tuesday, Apr 17<sup>th</sup>

**Readiness Assessment 13 In Class Today**

Objective- Gender, Sexuality, and the Public Workplace

Thursday, Apr 19<sup>th</sup>

Objective- Gender, Sexuality, and the Public Workplace –continued

Postliminary Reflection- Watch Link (On Moodle)

**Postliminary Question Sheet 6 Due 11:59pm Saturday night!**

**Week 14: Hiring and Recruitment**

Preliminary Preparation- Christensen et al. PDF reading (On Moodle)

Tuesday, Apr 24<sup>th</sup>

### **Readiness Assessment 14 In Class Today**

Objective- Hiring and Recruitment: Public Service Motivation

Thursday, Apr 26<sup>th</sup>

### **Briefing Case #1 "Hiring a Sustainable Development Specialist" is due today**

Objective- Discuss Briefing Case #1 today

## **Week 15: Employee Performance Measurement in the Workplace**

Preliminary Preparation- Roberts PDF reading (On Moodle)

Tuesday, May 1<sup>st</sup>

### **Readiness Assessment 15 In Class Today!**

Objective- The Theory, Process, and Politics of Employee Performance Measurement

Thursday, May 3<sup>rd</sup>

### **Briefing Case #2 "The Division of Water Resources" is due today**

Objective- Discuss Briefing Case #2 today

## **Week 16: Final Exam Week**

Monday, May 7<sup>th</sup>

Objective- (used for catch-up if needed) \*Participation Survey\*

**Final Team Participation/ Attendance applied to your final grade**

## **DESCRIPTION & OBJECTIVES**

This class is designed for both students in the Master of Public Administration (MPA) program and for advanced undergraduates with an interest in public administration. The class content examines public personnel administration by focusing on the managerial, legal, political, legal, and ethical dimensions of personnel decision making. There is some focus on the skills surrounding public personnel (motivation, negotiation, writing job descriptions, evaluating employees...). But the course is a political science and policy course that deals with the ever-present intersection of politics, power, democracy, the public interest, and public policy. Additionally, the class focuses on how to conduct analyses of the issues facing the public workplace.

The course deals with many controversial issues facing contemporary public personnel managers including diversity, sexual harassment, religion in the workplace, drug testing, public employee speech rights, social media, and disability. We also spend time with public service motivation, negotiation strategies, and the possibilities and pitfalls of performance evaluation.

Our goal is to have a generalist orientation toward our topic. That is, the focus of the course is on familiarizing students who are already or who are likely in the future to be public administrators who will have to deal with public personnel and public work force issues. The goal of the course is not to train you how to be a personnel administrator but rather the goal is to provide you with the critical thinking, analytical abilities, knowledge and skills necessary to address public personnel functions. We will base the structure of our course on five perspectives of public administration: managerial, legal, political, negotiations, and ethics.

The teaching philosophy of the course is grounded in a case based and problem-solving approach. As a current or future public administrator, much of your daily work life revolves around solving problems and dealing with various dilemmas. Thus, in this class, you will have to grapple with real-life problems taken from real-life public agencies. As such, many of the cases are complex and difficult with no easy answers. The cases in the course come from a variety of sources including the Electronic Hallway at the University of Washington, the Rutgers School of Public Affairs and Administration, the International City Management Association, and the Markulla Center for Applied Ethics at Santa Clara University. Other cases are written by your professor. In order to promote active learning, the class is a mixture of lecture, class discussion, case discussions, case writing, videos, and discussion pairs.

The success of the class ultimately depends upon active student interest and involvement. Students should read the daily readings and should come to class actively ready to participate in our informal and formal discussions. The more that each student puts into the class, the more that each student will get out of the class and all of us (professor and students) will enjoy the class much more with such preparation.

We are guided by the following five categories of questions:

1. What is the managerial perspective of public administration? Specifically, how do concepts such as efficiency, effectiveness, and neutrality work play into decisions involving the public workplace?
2. What is the legal perspective of public administration? Specifically, how does the US Constitution, laws, and court decisions play into decisions involving the public workplace?
3. What is the political perspective of public administration? Specifically, how do concepts such as responsiveness, equity, representation, neutrality, and accountability play into decisions involving the public workplace?
4. What is the ethical perspective of public administration? Specifically, how do concepts such as avoiding conflict of interest, impartiality, and serving the public interest play into decisions involving the public workplace?
5. What is negotiation? Specifically, what is the method of “Getting to Yes” and how such principles as separating people from the problem, focusing on interests not positions, generating options for mutual gain, and insisting on objective standards play into decisions involving the public workplace?

#### Knowledge

After this class, each student should have knowledge of:

- 1-the history of United States public personnel administration and this history impacts contemporary practice;
- 2-Affirmative Action law and policy;
- 3-sexual harassment law and policy;
- 4-disability law and policy;
- 5-public employee rights;
- 6-gender, sexuality, and the public workplace;
- 7-ethical issues of public personnel administration;
- 8-negotiation strategies;
- 9-performance evaluation theory.

#### Skills & Abilities

- 1-The skill and ability to conduct a written analysis complete with recommendations.
- 2-The skill and ability to write to an audience of fellow public administrators, elected officials, non-profit boards, and others.
- 3-The skill and ability to do basic legal research necessary for public administration personnel management.
- 4-The knowledge, skill, and ability to conduct a negotiation.

## COURSE OUTLINE AND GRADES

**Short Cases:** These assignments will be your opportunity to apply your understanding of course material to a real life case study. It is one thing to learn theory, it is another to take that theory and apply it to the real world. Five times throughout the semester, you will take what you have learned and apply it to a case that I will provide you. Ideally, the skills you learn in completing this assignment will enable you to similarly deal with human resource management dilemmas that you will certainly face as a public administrator or in other careers that you pursue.

**Readiness Assessments:** There will be 10 Readiness Assessments completed in class throughout the semester. These assessments will gauge your understanding of the preliminary preparation readings. They will be divided into two parts. First, you will take the assessment individually and then as a team. For the team portion, you will be given time in class to consult with your team to identify the correct answers.

Assessments will consist of five multiple choice questions and are closed book. A thorough reading of the chapter will enable you to more successfully complete these assessments. When you choose to not complete the reading, you are letting your team down.

**Postliminary Question Sheets:** You will be given the opportunity to watch 6 videos this semester that will enhance and add value to what we have studied during the week in class. The purpose of this assignment is to provide students with a chance to reflect on course concepts in a different way and expose students to important outside perspectives. These will be completed individually at home. Each video will have a question sheet that you will fill out and submit on Moodle (normally will be due Saturday night).

**Research Case:** You will be given one large research case this semester that will serve as the largest case write-up you will complete this semester. Using the knowledge you have gained throughout the semester and your own research, you will analyze a case that I will provide you that will allow you to apply the frameworks, concepts, and ideas that we will establish all at one time. I will provide more details regarding this assignment once the due date draws closer.

**Briefing Cases:** There will be two briefing cases near the end of the semester that will be similar to the Short Cases you will complete. These case write-ups will require less analysis but will similarly deal with important HR issues.

**Team Participation/ Attendance:** This portion of your grade includes in-class participation and attendance. Each team will elect a team leader that will take attendance each day. Team members will be able to assess their team mates twice during the semester. It is expected that you attend every day and contribute to class and team discussions. Half of your Team Participation/Attendance score will show up in the gradebook at mid-term and the other half at the end of the semester when I have had a chance to get a feel for each student's contributions. As a rule of thumb, if you don't talk in class, it is likely that you will not be eligible for all of the participation points. You must attend every class period of the semester. Up to two emergency absences are allowed for emergencies, illness, etc. (use them wisely) but a third absence will reduce your participation grade by 15 points, a fourth absence will reduce your participation grade by another 15. A fifth absence will cause you to lose all of your participation points. A sixth absence will result in failure of the course altogether. Tardies are treated as ½ of an absence. Students arriving more than 10 minutes late are counted absent and leaving during class (not returning) is treated as a tardy. If you are ill, please don't attend class.

## GRADING SCALE AND WEIGHTS

|    |           |                              |                   |             |
|----|-----------|------------------------------|-------------------|-------------|
| A  | 93%-100%  | 5 Short Case Write-Ups       | 250 points        | 35%         |
| A- | 90%-92%   | 2 Briefing Case Write-Ups    | 50 points         | 7%          |
| B+ | 87%-89%   | 1 Research Case Write-Up     | 100 points        | 14%         |
| B  | 83%-86%   | 15 Readiness Assessments     | 150 points        | 20%         |
| B- | 80%-82%   | 6 Postliminary Quest. Sheets | 75 points         | 12%         |
| C+ | 77%-79%   | Team Part. / Attendance      | 75 points         | 12%         |
| C  | 73%-76%   |                              |                   |             |
| C- | 70%-72%   |                              |                   |             |
| D+ | 67%-69%   | <b>Total</b>                 | <b>700 points</b> | <b>100%</b> |
| D  | 63%-66%   |                              |                   |             |
| D- | 60%-62%   |                              |                   |             |
| F  | 59%-below |                              |                   |             |

## COURSE READINGS

1. Fisher and Ury. Getting to Yes: Negotiating Agreement Without Giving In
2. Whittenbury. A Manager's Guide to Preventing Liability for Sexual Harassment in the Workplace
3. Most readings will be supplied as links or files on Moodle

## CLASS POLICIES

### NOTE ON THE LEARNING MODEL FOR THIS COURSE

Following these process steps, the class will appear as such:

*Preliminary Preparation-* I will provide you with readings/other prep materials and assignments that give you a base knowledge for our lectures, discussions and class activities each day. Ideally, these materials will enable you to carry on an informed conversation in class.

*Teach Each Other-* In this course, you will have the opportunity to discuss your learning with classmates on a regular basis. I will give you opportunities to critically think about the course material and discuss it with a group of students who will act as your team for the semester. Additionally, we will have full class discussions where we will explore a variety of topics.

*Postliminary Reflection-* Upon learning about a topic, you will be given the opportunity to reflect upon your learning by completing several reflection activities. These activities will assess your learning and allow you to demonstrate to me your newfound understanding.

### NOTE ON TECHNOLOGY

No “technology problem” excuses will be accepted in this class. That is, you cannot blame your failure to complete an assignment on time on “computer/internet/Moodle issues” (unless it was one that affected the whole class, in which case we will address the issue on a class-wide basis). This means that you must not wait until the last minute to complete your work such that if you do have computer issues, you have time to find a solution. Three hints: try a different web browser, try a different computer, try a different Internet connection (e.g. campus computer labs). If none of that works, call the campus tech help desk. The exception is you get one “retry” if your computer kicks you off while you are taking a quiz. I highly suggest that you save your work in multiple places. It is so imperative that you make this a habit now that you are in college. Many of you already have Microsoft OneDrive on your computers (a cloud service to save your work). If you do not have it, I would suggest downloading the program Dropbox from [www.dropbox.com](http://www.dropbox.com) (another cloud service) to back up your work. Among others, it is easy and free. If you happen to lose all your work because you made the choice to not back it up, you will have to start over and begin again. Furthermore, you cannot use the excuse that an assignment didn’t show up on your Moodle calendar. It is your responsibility to utilize the course calendar in this syllabus for all due dates.

### NOTE ON LATE WORK

Do not ask to submit an assignment late because the answer is already “No”. Never just plan on writing a paper or completing a quiz at the last moment. By doing so, you are taking a foolish, calculated risk of getting a zero.

### NOTE ON ELECTRONIC DEVICES

Using laptops, cell phones (texting), iPods, or other electronic devices is not allowed in class except when you are working in groups on class activities. Checking Facebook, Twitter, Instagram or catching Pokemon are not allowed. Turn them off and put them away to avoid having your final grade docked.

### NOTE ON DEBATE ETHICS

Some of the issues we discuss in this class are controversial with multiple divisive points of view. Although you may already have an established opinion on a particular topic, you are encouraged to consider other points of view and the strengths/weaknesses of your own. You may be surprised how much you learn by adopting this tactic in your analyses. Additionally, as we discuss controversial topics, you are expected to respect the points of view of your fellow students. Respect is shown in the manner you address other students and the words you use to carry your point across. In an increasingly uncivil political environment in the U.S., civility will be maintained in class so as to elevate the educational experience of all present.

### NOTE ON ACADEMIC HONESTY

Students must follow the University’s policies for academic dishonesty. For detailed information, [please view](#). 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.

#### **NOTE ON SEXUAL MISCONDUCT**

UM prohibits sex discrimination against any participant in its education programs or activities. Prohibited sex discrimination includes incidents of sexual harassment (including sexual violence), dating violence, domestic violence, sexual assault, and stalking (collectively “sexual misconduct”). As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. University policy requires that I report all incidents of sexual misconduct that come to my attention. If you encounter sexual misconduct, please contact the Title IX Coordinator at (406)243-5710. Additional information about sexual misconduct and available resources can be found at <http://www.umt.edu/eo/titleix/>.

#### **NOTE FOR STUDENTS WITH DISABILITY RELATED NEEDS**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors. The link for this is information: [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.