

COURSE SYLLABUS
V373 -- HUMAN RESOURCES MANAGEMENT IN THE PUBLIC SECTOR
School of Public and Environmental Affairs
FALL 2017 SECTION 14493

Room: Geology 143 Tuesday/Thursday — 11:15 am to 12:30 PM

Instructor: Daniel Grundmann, SPHR, SHRM-SCP

Office Hours (SPEA 321): TUESDAY and THURSDAY 9:30 – 11:00 AM (or by appointment)

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Course Goal

The purpose of this class is to provide you with an understanding of fundamental critical issues, concepts, and functions of human resources for the public sector, though directly and wholly relevant to not-for-profit and private sectors as well. The intent, in part, is to improve your chances of success in the workplace through understanding of the business practice and regulatory factors that influence and direct the personnel actions of employers.

Upon course completion, students are able to explain a broad spectrum of core Human Resource Management (HRM) principles with public sector emphasis, implement and apply many of those principles, evaluate the practical and legal implications of HRM practices, and differentiate the career relevance for employees, managers, and HR practitioners.

Course Description

The class will provide you with a foundation of knowledge of human resource methods and practices from the perspective of managers and HR practitioners. You will gain unique perspective that is public sector specific through current, real-life examples from an experienced public sector HR manager. Additionally, this class will help you develop critical analysis skills by encouraging you to deconstruct policies and positions, understand opposing viewpoints, and communicate a position.

Learning Outcomes

- **Recruitment and Selection**: Students are able to select and apply legally and practically appropriate staffing techniques according to basic principles of validity and reliability.
- **Employee Development**: Students are able to articulate the value of employee training, development, job design, and job enrichment.
- **Compensation, Benefits, and Performance Management Systems**: Students are able to summarize basic components of compensation plans and performance evaluation systems, assess potential deficiencies, and compare elements as they relate to organizational objectives.
- **Employee Relations as it Relates to Labor Law, Health, and Safety**: Students are able to apply major labor laws to employment practices in employee relations, health, safety and security, and to consider the connection between labor relations practices and outcomes.
- **Public and Non-profit Sector HRM**: Students are able to articulate unique challenges throughout HRM related to practice in public and non-profit sectors.
- **Information Literacy**: Students are able to compare HRM practices and policies from varying perspectives, evaluate source credibility, and draw conclusions based on that information.

Course Reading

Required reading assignments are available on Canvas. While some of the readings (text-based) provide foundational information, the primary purpose of the reading is to expose students to issues and topics relevant to the course from the perspective of HR professionals. As the field of Human Resources is dynamic, current articles provide valuable insight into recent developments in HR. The Canvas collection contains scholarly articles along with cases and articles written by and for HR practitioners. *You are responsible for the content of all assigned reading, any materials distributed in class or on Canvas, and all information discussed in class. Additional or replacement readings may be assigned. Class time will generally be dedicated to establishing a foundation of HRM knowledge and discussion of real-life examples and cases. We will spend little time directly discussing reading assignments. The readings appearing on Canvas define required readings.*

The primary text from which some of the readings are assigned is:
Mondy, R. W., & Martocchio, J. J. (2016). *Human resource management* (14th ed.). Boston, MA: Pearson.

Students will have additional reading associated with a group research project.

Guest Speakers

Public and private sector officials and executives may be invited to speak to the class. The dates and subjects will be announced according to their availability, and the schedule and syllabus will be revised accordingly.

Class Participation and Attendance

Daily attendance is expected, recorded, and critical to your understanding of the presented material over which you will be tested. **The format of the class focuses on student participation** and your level of engagement and participation directly influences your grade. Each student is allowed three (3) absences, after which 3 points will be subtracted from the total attendance grade for each absence. For those students who regularly contribute to class discussion, points may be added at the instructor's discretion. In no case can the maximum of 30 points be exceeded. The tests and assignments are based primarily on material distributed in class and/or covered in class. Accordingly, it will be very difficult to perform well in the course without participating in class.

IMPORTANT: Because of the distraction it typically creates, LAPTOPS and TABLETS are NOT allowed unless you have expressed permission from the instructor, initially obtained through direct conversation (not email) and verified by written email consent. Using electronic devices, INCLUDING PHONES, without permission will result in a significant or complete loss of participation points, and may result in you being asked to leave the classroom. Permission is obtained by delivering, in person, a written request with a description of need. If misused, permission will be revoked and participation points will likely total 0 at semester's end.

Examinations and Test Makeup

Exams will cover material presented in class and through reading assignments. Specific material included for each exam will be announced before the exam is administered. Generally, tests cannot be made up. Under exceptional circumstances, with documentation, opportunity for make-up tests may be considered. A more rigorous grading standard may be used in such circumstances (e.g. a one-grade penalty may be assigned).

Extra Credit

Students can earn extra credit with active, ongoing participation in IUHRA. Students can also receive credit for viewing and summarizing public sector meetings (e.g. City Council meetings, Plan Commission Meetings, Utilities Service Board meetings, etc.). Viewing or attending two events and writing brief

summaries will allow you to earn **5 points maximum** toward your cumulative total. Alternatively, credit can be attained for volunteer community service as it contributes to positive intellectual, social, and professional development, and can provide you with valuable insight into organizational behavior. Documented service of at least five (5) hours with an agency during the semester along with a brief summary of that service will earn 5 points toward your cumulative total. A maximum of 5 extra credit points can be earned during the semester.

V373 Research Assignment

In order to better understand conflict and controversy surrounding topics in HRM, you are to focus on an issue with conflicting perspectives. You are presenting an argument to a group of HR professionals at a conference with the intent of providing background for the issues and making your case. You will work in teams for this process researching one of the following topics:

- *Employment at Will vs. Just Cause* employment... Consider: What they mean, history, who should have what rights, the impacts?
- *Fair Labor Standards Act*... Consider: What it is, why it emerged, amendments and changes, pros and cons for employees and employers?
- *Living Wage (or State/Local Minimum Wage) Ordinances*... Consider: What they mean, history, do they work?
- *The Family and Medical Leave Act*... Consider: What it is, why it emerged, amendments, pros and cons for employees and employers?
- *The Americans with Disabilities Act Amendments Act (ADAAA)*... Consider: What it is, why it emerged, amendments, pros and cons for employees and employers? Was it necessary and is it ripe for abuse?

IMPORTANT: Consult your research guide at:

<http://iub.libguides.com/HRMassignment>

Overview of Steps to Conclusion

1. Select a topic with your group (groups determined randomly through Canvas) and notify instructor. This will occur in class.
2. Individually research the selected topic to get an overview of potentially conflicting viewpoints. *Select sources and answer questions summarizing findings for librarian consult in-class.*
<http://iub.libguides.com/HRMassignment>
3. Submit a 2-3 page summary of the issue. Include works cited and works consulted.
4. Divide your group in two. Identify opposing positions. Independently, by group, research support for that perspective. Create and submit a 2-3 page position statement, for each perspective. The paper should include a position and research-based justification thereof. Include works cited and works consulted.
5. Reconvene larger group, establish a group position, and take a group position on the conflict. Combine overview, position statements, and add a 1 -2 page group summary taking one position, using research to justify. Submit final paper including works cited.
6. Complete peer reviews.

Note: Honors teams (S373 Sections) must include field research with HR practitioners and prepare a 7 - 10 minute class presentation providing background, opposing viewpoints, and summary position. Q&A will follow.

Application Exercises

Exercises will require you to apply your HR knowledge by completing tasks as if you were an HR practitioner. **Exercises are due on Canvas and according to dates therein.** *Early completions are accepted and encouraged.*

1. **Job analysis and description application**

You are writing a job description to replace a classmate in life. The job is “being that classmate.” Interview a classmate and take into consideration a typical week or month in their own life. Using interview process, write a job description to replace that person and include:

- Job Title (eg. Being Henry Gibson)
- Essential Duties
- Secondary Duties
- Job Specifications

(reference text, class notes, additional sources recommended)

While including the classmate’s job, if s/he has one, in the description as an essential function is likely relevant, you are NOT describing their job. Remember, you are describing the job of being that person.

2. Designing a competency-based, structured interview

Find a job description from a past employer, the Internet, or other source. Using the job description as your foundation, identify five competencies critical to good performance in the position. For each competency design an EFFECTIVE interview question that would enable you to identify competency levels of a job candidate. If a question can be answered with “yes” or “no,” it is not likely a good question. Your final product should include the job title, and five competencies each of which is followed by the question, or short set of questions. You do not need to include the job description.

3. Job Evaluation process

Find a job description from a past employer, the Internet, or other source. Evaluate a job description based on the seven criteria in the job evaluation form posted on Canvas. First, list the job title and then, **for each of the seven criteria**, select and record a level and the associated point total based on the job you are evaluating. Write a brief statement explaining the rating decision you made for each of the seven criteria.

Sample structure:

Job title: Marketing Director

- Competency: Complexity
- Level: Highly Analytic
- Points: 70
- Justification: The job is responsible for overall direction of all marketing activities in the organization. It involves multiple areas of expertise and specialty within marketing, and also requires knowledge of organizational finance; budgeting; and sales and production forecasting.

Grading Policy

Graded items are valued as follows:

Exams (3 @ 100 points each)	300 points
Exercises (3 @ 10 points each)	30 points
Class participation/attendance	30 points
Individual research assignment	25 points
Team Project	100 points
Total	485 points

The final course grade is determined as follows:

<u>GRADE</u>	Min. <u>PERCENT</u>
A+	97%
A	93%
A-	90%
B+	87%
B	83%
B-	80%

C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
F	below 60%

Note: These thresholds are set and exceptions will not be considered.

Accommodations for Students with Disabilities

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical hearing, vision neurological, etc.). You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed. Find your office at:

<http://ada.iu.edu/students/index.shtml>

Student Conduct and Academic Honesty

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic dishonesty. If you have not done so, you should read the [IUB Code of Student Rights, Responsibilities, and Conduct](#), [IUB Reporting Misconduct Form](#) and [SPEA Honor Code](#) so you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class (an F for academic dishonesty cannot be removed from the transcript). Significant violations of the Code can result in expulsion from the University.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the instructor and classmates, and SPEA faculty will address these problems as they arise. Maintaining and fostering civility inside and outside the classroom is especially important to SPEA, which is a professional school.

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching, research, administration, or other university or university-authorized activity will not be tolerated and will be immediately reported to the Office of the Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university.

Academic and personal misconduct by students in this class are defined and dealt with according to the procedures in the Code of Student Ethics. A student caught cheating will be reported to the SPEA Dean

of Undergraduate Studies and could receive penalties up to and including a failing grade for the course. Examples of cheating include, but are not limited to, plagiarism, theft or acquisition of examination or quiz answers with or without use of such information, provision of such information to others, and deliberately observing another student's work during an exam or quiz. Cheating diminishes those who do it, devalues their academic performance, and unfairly compromises those students who act honorably. Cheating in any form will not be tolerated.

[View Progress](#)

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Five Key Trends from SHRM's Special Expertise Panel 2015.pdf
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Aging Workforce, Global Mobility Among Top HR Challenges.pdf
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☰ ▾ HRM and Workforce Changes

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☰ ▾ Job Analysis, Job Descriptions, Job Enrichment, & Job Design

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		Application Exercise 2: Designing a competency-based, structured interview Mar 23 10 pts			
		Exam 1 Review Guide V373.doc			
		Recruitment and selection presented			

		Equal Employment Opportunity				
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		Application Exercise 3: Job Evaluation process Apr 25 10 pts			
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☰ ▼ **Conclusion**

