Instructor: Daniel Grundmann, SPHR

Office Hours (SPEA 321): Tuesday & Thursday 9:30 AM – 11:00 AM (or by appointment)
Email: dgrundma@indiana.edu
Office Phone: 812-855-5254
Home Phone: 812-822-0036

Mailbox: Located (on right) in SPEA 330

Staff Support: Devin New (SPEA 201) Ph: (812) 856-4647 email: devinew@indiana.edu

UTA: Simone Pellar Durand email: spellard@indiana.edu

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.

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

1. Students will gain a broad understanding of issues fundamental to the field of Human Resource Management, and the ability to apply key concepts in practice.
2. Students will be able to articulate key challenges facing HR practitioners, and have the background to examine and evaluate those challenges.
3. Students will be prepared to enter more specialized HRM classes with necessary subject-area knowledge that allows them to succeed.
4. Students will be better prepared for the workplace, irrespective of their direct involvement in HR.
Text and Course Reading

Selected readings will be assigned from the text *Fundamentals of Human Resource Management, 10th Edition* by Decenzo and Robbins, and posted on Oncourse. It provides a foundation of human resources concepts and practices applicable to the public, non-profit, and private sectors. In-class lectures, field anecdotes and cases, along with class discussion will provide the foundation of HRM knowledge.

Additional required reading assignments are available on Oncourse. While some of the readings provide foundational information, the primary purpose of the readings 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 Oncourse collection contains cases and articles written by and for HR practitioners. You will be responsible for the content of all assigned reading, any materials distributed in class or on Oncourse, and all information discussed in class. Additional or replacement readings may be assigned.

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 three (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.

Because of the distraction it typically creates, LAPTOPS and TABLETS are NOT allowed unless you have expressed permission from the instructor. Using electronic devices 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 two events and writing brief summaries will allow you to earn 6 points 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 six (6) hours with an agency during the semester along with a brief summary of that service will earn 6 points toward your cumulative total. A maximum of 6 extra credit points can be earned during the semester. **ALL extra credit is due by the date listed in the table below.**

**Application Exercises**

Exercises will require you to apply your HR knowledge by completing tasks as if you were an HR practitioner. A list of exercises will be distributed after we have covered some HR basics. **Exercises are due at the beginning of class on the date in the table below. Early completions are accepted and encouraged. Students are expected to turn in hard copies of the assignment in class or before in my mailbox in SPEA 330, unless otherwise determined by the UTA and instructor.**

**Turn in HARD COPIES (unless otherwise directed by the UTA) for the following application assignments according to the schedule on the syllabus. Each exercise represents 10 points of your semester grade. Exercises may be turned in any time prior to the corresponding due date.**

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 (e.g. 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 Oncourse. 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:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exams (3 @ 100 points each)</td>
<td>300</td>
</tr>
<tr>
<td>Exercises (3 @ 10 points each)</td>
<td>30</td>
</tr>
<tr>
<td>Class participation/attendance</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td><strong>360</strong></td>
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The final course grade is determined by an accumulation of points as follows:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>335 - 345</td>
</tr>
<tr>
<td>A</td>
<td>321 - 334</td>
</tr>
<tr>
<td>A-</td>
<td>311 - 320</td>
</tr>
<tr>
<td>B+</td>
<td>300 - 310</td>
</tr>
<tr>
<td>B</td>
<td>286 - 299</td>
</tr>
<tr>
<td>B-</td>
<td>276 - 285</td>
</tr>
<tr>
<td>C+</td>
<td>266 - 275</td>
</tr>
<tr>
<td>C</td>
<td>252 - 265</td>
</tr>
<tr>
<td>C-</td>
<td>241 - 251</td>
</tr>
<tr>
<td>D+</td>
<td>231 - 240</td>
</tr>
<tr>
<td>D</td>
<td>217 - 230</td>
</tr>
<tr>
<td>D-</td>
<td>207 - 216</td>
</tr>
<tr>
<td>F</td>
<td>206 and below</td>
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*Note: These thresholds are set and exceptions will not be considered.*
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.

**Important Dates**

<table>
<thead>
<tr>
<th>Event</th>
<th>Due Date</th>
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</table>
| Application Exercise 1  
*Performing job analysis and writing job descriptions* | Thursday, February 5th |
| Examination 1                                           | Thursday, February 26th |
| Application Exercise 2  
*Competency-based interview preparation*                | Thursday, March 26th   |
| Examination 2                                           | Thursday, April 2nd    |
| Application Exercise 3  
*Job evaluation using point method*                     | Tuesday, April 21st    |
| Extra Credit                                            | Tuesday, April 28th    |
| Final Examination                                       | Thursday, May 7th, 8:00 AM – 10:00 AM |

**Class Schedule**

While it may vary based on amount of discussion and guest speaker scheduling, below is the anticipated order of topics covered in class. Articles will be available through Oncourse and likely will be supplemented, or changed, as events develop given that HR is a dynamic field. You will be responsible to monitor Oncourse announcements and come to class to learn of alterations.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
<th>Readings by title</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Introduction/class outline</td>
<td></td>
</tr>
</tbody>
</table>
| 1       | The Role of Human Resources                                           | • Text Chapt.1  
• 2014 SHRM panel HR trends report  
• Aging Workforce, Global Mobility... |
| 2       | Workforce Changes                                                     | • Text Chapt.2  
• When HR Goes Bad  
• 10 Changes that Rocked HR  
• How the Law Changed HR  
• Culture Clash  
• Mapping Out a Game Plan for Change |
| 3       | Job Analysis, Job Descriptions, and Job Enrichment                    | • How to Develop a Job Description  
• Cooking Up Innovation  
• Generations Agree, Disagree on What Keeps Them Engaged |
| 4       | HR Planning                                                           | • Text Chapt.5  
• HR Needs to Tailor Talent Strategies in New and Emerging Markets  
• Wisdom of the Ages; How to Facilitate Knowledge Transfer Across Generations (HR Mag. 11/14) |
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 5    | Recruitment, Selection and Interviewing | - Fraud Factories  
- Bringing Bias Into the Light (HR Mag., 12/14) |
| 6    | Recruitment, Selection and Interviewing | - Avoiding Bias in Pre-Employment Testing |
| 7    | Recruitment, Selection and Interviewing | - Hiring and Supporting People with Disabilities  
- Focus on Ability: Interviewing Applicants with Disabilities |
| 8    | Equal Employment Opportunity | - ADA JAN Fact Sheet  
- ADAAA in Line with Amendments to Local Disability Bias Statute  
- Matters of Faith  
- Say HOLA! To the Majority Minority |
| 9    | Equal Employment Opportunity (cont’d) | - USERRA poster  
- Uniformed Services Employment and Reemployment Rights Act of 1994  
- Aging Workforce, Global Mobility Among Top HR Challenges  
- Sexual Equity in the Workplace |
| 10   | Equal Employment Opportunity (cont’d) | - Dispel the Stigma of Mental Illness  
- Study Suggests Bias Against Black Names  
- I-9 Form  
- East of Eden (excerpt)  
- Gap Analysis  
- Lilly Ledbetter Fair Pay Act of 2007 |
| 11   | Managing for Improved Performance | - Caught in the Web  
- Employee Internet Management  
- Pay for Performance - Make It More than a Catchphrase  
- Formal Recognition Doesn’t Work |
| 12   | Managing for Improved Performance | - What Engages Employees the Most  
- A Seldom-Seen World of Work |
| 13   | Legislation and Compensation | - FLSA Exemptions  
- White-Collar Wrinkles  
- Walsh-Healey Act  
- Davis-Bacon Act |
| 14   | Compensation Systems and Strategy | - Go Ahead, Take a Few Months Off  
- Trends in Healthcare Cost Spending (Kaiser) |
| 15   | Employee Benefits and Worker’s Compensation | - Text Chapt.12  
- Getting the Weight Of  
- FMLA DOL Fact Sheet  
- Family and Medical Leave Act of 1993  
- Curbing Intermittent FMLA Leave Abuse  
- Employee Retirement Income Security Act |
| 16 | Employee Benefits and Worker’s Compensation | *(ERISA) of 1974*  
  *Elder Care at Work*  
  *COBRA_ What notices must be provided to qualified beneficiaries under COBRA*  
  • Mental Health Parity Act – A Leap Forward  
  • ACA Health Exchange Summary  
  • Summary of the PPACA  
  • 401(k) IRS updates For 2014  
  • A Checklist for Domestic Partner Benefits Admin. |
| 17 | Safety and Health | Easing Back Pain  
  Putting Drug Screening to the Test |
| 18 | Employee Rights, Discipline, and Termination | Text Chapt.4  
  ‘I’m Just Exercising My First Amendment Rights’ (HR Daily Advisor)  
  Terminiations - Tips for Reducing Liability |
| 19 | Orientation, Training, and Development | Text Chapt.8  
  Train Your Front Line |
| 20 | Labor Relations and Collect. Bargaining | Text Chapt.14  
  Negotiating and Administering Collective Bargaining Agreements  
  HR Magazine - Reorganized Labor |