O’Neill School of Public and Environmental Affairs

V373 -- HUMAN RESOURCES MANAGEMENT IN THE PUBLIC SECTOR

COURSE SYLLABUS

Term: Fall 2021   SECTION# 20118   Room: Global and International Studies Studies (GA) 1134

Class Time: Monday/Wednesday 1:10 pm to 2:25 pm

Instructor: Daniel Grundmann; Senior Lecturer, SPHR, SHRM-SCP   dgrundma@iu.edu

Graduate TA: Haley Kotzker   hkotzker@iu.edu

Undergraduate UTA: Ellie Score   escore@iu.edu

Prof G’s Office: O’Neill SPEA 321

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Office Hours

- Office Hours: Tuesday and Thursday, 2:00 PM to 3:00 PM or by appointment
- available by appointment in office (O’Neill 321), via video conference, or by telephone

O’Neill Office Phone: 812-855-5254   Mailbox: Located (on right) in SPEA 330

Home Office Phone: 812-340-3636

Staff Support: Genia Marvin (SPEA 330) Phone: (812) 855-0563   email: euasher@indiana.edu

Course Description

The purpose of this class is to provide you with an understanding of fundamental critical issues, concepts, and functions of Human Resources (HR) for the public sector, though directly and wholly relevant to not-for-profit and private sectors as well. The intent, in part, is to enhance your success in the workplace through understanding of the business practice and fundamental elements of HR functional areas.

V373 Goal Statement: Upon course completion, students are able to explain a broad spectrum of core Human Resource Management (HRM) principles applicable to all sectors of the economy; implement and apply many of those principles; evaluate the practical and legal implications of HRM practices; articulate unique challenges in public and non-profit sectors; and differentiate the career relevance for employees, managers, and HRM practitioners.
V373 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, Diversity, and Inclusion as Related to, Health, and Safety**: Students are able to consider the connection between employee relations practices, health and safety initiatives, diversity and inclusion, and organizational outcomes.
- **Employment Law**: Students are able to articulate compliance with, and apply, major labor laws regarding recruitment and selection, compensation and benefits, employee relations, health, and safety.
- **Information Literacy**: Through various assessments including iterative writing exercises, 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 provided on Canvas, and all information discussed in class, video, or audio format. Additional or replacement articles may be assigned as the semester progresses. The readings appearing on Canvas define required readings.

The primary text from which some of the readings are assigned is:


Course Readings, dues dates, and assignment schedules are listed and linked, by weekly topic, in Canvas modules. The content and schedule are subject to change in the event of extenuating circumstances or in response to topical developments.

Class Participation and Discussion Groups

This course is live in the classroom and students are expected to attend class and participate to the extent possible for them. While there is no attendance grade, attendance is tracked and could influence special consideration for requests under unique circumstances. Students who have poor attendance invariably have poor grades in this course. **Should course attendance become a problem, an attendance grade may be initiated from that point, as announced, forward.**

The default class discussion topic is that week’s Reading Synthesis Assignment, though variations on that will occur throughout the semester as announced. Students are encouraged to bring any and all questions to class and come prepared to discuss.
Additional Resources

In addition to course readings, modules often contain miscellaneous additional resources including audio files, video files, and other course related materials. Students are encouraged to review and contemplate each item included in the Additional Resources section of the weekly module. The content often assists with answers to the Reading Synthesis Assignments as well.

Electronic Devices in Class

Because of the distraction it typically creates, LAPTOPS and TABLETS are NOT allowed in class unless you have expressed permission of the instructor. Using electronic devices, INCLUDING CELL PHONES, without permission will result in a significant or complete loss of points on one completed assignment after an initial warning, may result in your being asked to leave the classroom, and may result in loss of credit for additional assignments if usage persists. Permission for use is obtained by delivering, in person, a written request with a description of need. Permission will be revoked if misused, and the aforementioned penalties applied.

Examinations and Makeup

Examinations will cover material presented in class discussion, video and audio materials, and through the reading assignments. Specific material included for each assessment is noted on Canvas. Students are expected to take the exam at the schedule time during our designated class period. Only under exceptional circumstances will rescheduling will be considered. Depending upon circumstances, a more rigorous grading standard may be used in such circumstances (e.g. a one-grade penalty may be assigned). THE FINAL ASSESSMENT IS ADMINISTERED ACCORDING TO UNIVERSITY SCHEDULING.

Weekly Reading Synthesis Assignment

After reading the articles and text chapter(s) posted in the module, students are required to answer the posted question. In most cases, the assessments are valued at three points each. The following criteria are used to grade answers and will be strictly applied.

- Demonstrate an understanding of, and your own reflection on, the week’s course material.
- Use your own words.
- To receive full credit, your answer must specifically reference content from multiple readings or other relevant weekly resources.
- Be succinct. A good answer will generally require just a few sentences or a short paragraph.

V373 Iterative Writing and 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

IMPORTANT: Consult your research guide at:

http://iub.libguides.com/c.php?g=262515&p=1753723

Overview of Steps to Conclusion
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 (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 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.

4. Work Life Balance

Locate a peer-reviewed journal article on the topic of work-life balance. Please reference the journal article search assignment for assistance. The article should be no more than 5 years old. Create proper citation for the article and answer the following questions.

1. What are the main themes of the article?
2. How is work-life balance defined?
3. What three things would you consider to be the primary driver of successful work-life balance culture in an organization?

Late Submissions for Assignments (excluding examinations)

Excluding examinations, late submissions for assignments are generally accepted with a penalty applied. For example, weekly synthesis assignments will be docked one point if submitted late but less than a week after the due date. Additional points will likely be subtracted beyond that. While this may seem minimal, that is one third of the total and a habit of late submissions will be detrimental to a student's grade. Late submissions are strongly discouraged.

Extra Credit

Students can earn extra credit with active, ongoing participation in HRA-IU, or by attending the state HR student conference. A maximum of 5 extra credit points can be earned during the semester.

Grading Policy

Graded items are valued as follows:

- Exams (3 @ 100 points each) - 300 points
- Application Exercises (4 @ 5 points each) - 20 points
- Reading Synthesis Assignments (15 @ 3 points each) - 45 points

HRM Issue Analysis Iterative Writing and Research Project (70 points)

- Issue Analysis Step 1: Individual preparatory assignment (10 points)
- Issue Analysis Step 2: Background Research & Evaluate Sources (10 points)
- Issue Analysis Step 3: Background Research & Evaluate Sources (10 points)
- Issue Analysis Step 4: Initial Submission (20 points)
- Issue Analysis Step 5: Final Submission (20 points)

Total 435 points

The final course grade is as follows. Thresholds are set and exceptions will not be considered.
Public Health Section

While mandate is in place, MASKS MUST BE PROPERLY WORN OVER BOTH MOUTH AND NOSE!

If you have a positive Covid 19 test, have Covid-like symptoms, or have been instructed to quarantine you should not attend class. I will work with you in your effort to keep up with the class, or to catch up with your course work as your circumstances warrant.

The Honor Code Section

O’Neill School expectations of civility and professional conduct[1]

The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O’Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early.

O’Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
• Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
• Students must not destroy or deface classroom property nor leave litter in the classroom.

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor’s notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member’s notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

These expectations are excerpted from the O’Neill School Honor Code which can be found at:

https://oneill.indiana.edu/doc/undergraduate/ugrd_student_honorcode.pdf

Online Course Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Handling Academic Dishonesty

The processes used by O’Neill to handle cases of academic dishonesty are the same as those described in the Code of Student Rights, Responsibilities, and Conduct, Indiana University: Procedures for Bloomington Campus which is accessible at:

https://studentcode.iu.edu/procedures/iu-wide/index.html

This document specifies the steps used to pursue suspected cases of misconduct, including procedures for initial findings of misconduct through sanctioning. Appeals processes available to students are also described.

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.

According to the Indiana University Code of Student Rights, Responsibilities, and Conduct, the following behaviors reflect academic integrity:

- **Academic integrity requires that students take credit only for ideas and efforts that are their own. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person or organization without acknowledgment.**
- **A student must give credit to the originality of others and acknowledge indebtedness whenever:**
  - directly quoting another person’s actual words, whether oral or written;
  - using another person’s ideas, opinions, or theories;
  - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
  - borrowing facts, statistics, or illustrative material, or
  - offering materials assembled or collected by others in the form of projects or collections without acknowledgment.
- **A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise.**
- **A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized such assistance.**
- **A student must not use another person as a substitute in the taking of an examination or quiz.**
- **A student must not steal examinations or other course materials.**
- **A student must not allow others to conduct research or to prepare any work for him or her.**
- **A student must not take any credit for a team project unless the student has made a fair and substantial contribution to the group effort.**
- **A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.**
- **A student must not violate course rules as contained in a course syllabus or other information provided to the student.**
- **A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.**

* Indiana University. 2005. IU Code of Student Rights, Responsibilities, and Conduct. Available at: [https://studentcode.iu.edu/](https://studentcode.iu.edu/)

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**Important Supplemental Information for Students**

**Counseling and Psychological Services**

In partnership with the Health Center and Counseling and Psychological Services (CAPS), O'Neill offers students a Counselor in Residence. Students wanting to make an appointment should call 812-855-5177 and indicate they are O'Neill students.

In addition, check out these [CAPS workshops](https://studentcode.iu.edu/) and [the O'Neill Mental Health Guide](https://studentcode.iu.edu/).
For additional information about services offered to students by CAPS, please visit


Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: http://vpfaa.indiana.edu/policies/bloomington/instructional-responsibilities/religious-observances.shtml.

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: http://studentaffairs.iub.edu/dss/.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Service (SACS) at 812-855-8900
- Counseling and Psychological Services (CAPS) at 812-855-5711
- Confidential Victim Advocates (CVA) at 812-856-2469
- IU Health Center at 812-855-4011

For more information about available resources: http://stopsexualviolence.iu.edu/help/index.html. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit http://stopsexualviolence.iu.edu/help/index.html to learn more.

Emergency Food Relief

If you find you are in need of food and do not have the resources to purchase it, please consider utilizing the emergency food relief system on campus and in the community. The following units/agencies are here to assist with food relief:
Crimson Cupboard: https://studentaffairs.indiana.edu/student-support/crimson-cupboard/index.html

Emergency Meal Project @ IU: https://www.dining.indiana.edu/news-updates/emergency-meal.html

Mother Hubbard’s Cupboard Food Pantry: https://www.mhcfoodpantry.org/

Other pantries: https://www.foodpantries.org/ci/in-bloomington

Emergency Funding

For emergency funding issues, please visit the Student Advocates Office (SAO) website. For additional concerns not covered by the SAO, apply for funding from the O’Neill School here.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center
Address: 807 East Tenth Street, Bloomington, IN 47408
Phone: 812-856-5361
Email: acc@indiana.edu
Website: https://asianresource.indiana.edu/index.html

First Nations Educational & Cultural Center
Address: 712 E 8th St., Bloomington, IN 47408
Phone: 812-855-4814
Email: fnecc@indiana.edu
Website: https://firstnations.indiana.edu/contact/index.html

LGBTQ+ Culture Center
Address: 705 E 7th St., Bloomington, Indiana 47408
Phone: 812-855-4252
Email: glbtserv@indiana.edu
Website: https://lgbtq.indiana.edu/contact/index.html

La Casa Latino Culture Center
Address: 715 E 7th St., Bloomington IN, 47408
Phone: 812-855-0174
Email: lacasa@indiana.edu
Website: https://lacasa.indiana.edu/

Neal Marshall Black Culture Center
Address: 275 N Jordan Ave Bloomington, Indiana 47405
Phone: 812-855-9271
Email: neomar@indiana.edu
Website: https://blackculture.indiana.edu/index.html
Note: The reading list is subject to change, and minor alterations likely will be made, with notice. Always refer to Canvas for the most current updates.

Week 1: Introduction to The Role of Human Resources in Organizations

Assignment(s) to Turn In

- SHARE: Please Introduce Yourself in class
- Week 1 | Reading Synthesis Assignment

Text Reading

- Hendon and Lussier chapter 1.pdf (please get the book ASAP - future chapters not available on Canvas)
- Hendon & Lussier, Text Chapter 1 -- What Is a Human Resource Management? (please get the book!)

Practitioner Article Series

- SHRM Five Key Trends (2016).pdf
- 10 For the Next Normal of Work (Meister 2021).pdf

Lecture Topics Include, But Are Not Limited to…

- Intro to HRM
- HRM and the three sectors
- Enrichment, Engagement, Empowerment, Enlargement
- HR Value vs Personnel Cost Center
- HR Functions, Recruitment & Turnover Overview
- HR, Authority, and Types of Turnover
- Referent power, positional power, and types of employee turnover

Week 2: HRM Strategy and Workforce Planning: Job Analysis, Job Description and Job Design

Assignment(s) to Turn In

- Week 2 | Reading Synthesis Assignment

Text Reading

- Hendon & Lussier, Text Chapter 4 -- Workforce Planning: Job Analysis, Job Design, Employee Forecasting

Practitioner Article Series

- Building an HR Department from Scratch (Feffer, Mark).pdf
Lecture Topics Include, But Are Not Limited to…

- Job Analysis and Job Description
- Job Characteristics Model
- Staffing, Forecasting Succession Planning

**Week 3: HRM Strategy and Workforce Planning: Job Analysis, Job descriptions, and Job Design**

**Assignment(s) to Turn In**

- Week 3 | Reading Synthesis Assignment
- Application Exercise 1: Job Analysis and Job Description
- EXERCISE 1 SAMPLE Job Description.pdf

**Text Reading**

- Hendon & Lussier, Text Chapter 5 – Recruiting Job Candidates

**Practitioner Article Series**

- Recruiting 101 - 5 Tips for Better Communication with Hiring Managers (Maurer, Roy).pdf
- 5 Steps to Improve Diversity Recruiting (Babcock, Pamela).pdf
- Getting to the Root of Employee Engagement (Moss, D.).pdf
- What Engages Employees the Most (Crim & Seijts).pdf
- Job Satisfaction Reaches a Record High, 2016.pdf

**Lecture Topics Include, But Are Not Limited to…**

- Application Exercise 1: Job Analysis and Job Description, Assessment Guidance
- Fred, Barney, Wilma, and Me... an HR Saga?
  - *In this true-to life-anecdote of young adult drama, we explore an all too common and potentially tragic story of love, lust, betrayal, and friendship leaving the innocent bystander to contemplate a perplexing array of options, none of which seem particularly pleasant. Why did they come to him? What should he do? What does this have to do with HRM? It’s up to you to answer these heart wrenching and mind-bending questions.*
- Intro to Recruitment, External Forces, & the Labor Market
  - we look broadly at recruitment and the relationship to labor markets. We also discuss how labor markets vary depending upon required job competencies and external forces affecting them.
- Sources of Internal and External Recruitment
  - *Here we discuss internal and external recruitment and look at sources for each.*
- Internal vs. External Recruitment; the Good, the Bad, and the Avoidable
Here we look at internal and external recruitment and the pros and cons of each. We discuss the Grateful Dead, the Greek System, and the hidden presence of group think.

- Recruitment Challenges and Metrics
  - Here we look at some challenges to recruitment, the importance of realistic job preview (RJPs), yield ratios, and other metrics.

**Week 4: Recruitment, Selection, and the Interview Process**

**Assignment(s) to Turn In**

- Week 4 | Reading Synthesis Assignment

**Text Reading**

- Hendon & Lussier, Text Chapter 6 – Selecting New Employees

**Practitioner Article Series**

- Interviews That Work (Bates, Steve 2016).pdf
- Stop Lying to Job Candidates About the Role (Tarki & Weiss).pdf

**Lecture Topics Include, But Are Not Limited to…**

- Importance the Selection Process, Main Steps, and the Meaning of Fit
  - Here we contemplate the importance of the selection process, the costs of ill-fated selection, major steps in the selection process, types of fit, and the trap of the concept of fit.

- Legal Compliance, Employment Tests, Reliability, and Validity
  - Here we discuss the necessity of legal compliance in selection focusing on the reliability and validity of employment tests.

- Employee Selection Part 3: Selection Tools
  - Here we take a quick glance at a variety of a selection tools and the application screening process. We look at important issues surrounding polygraph tests, medical exams, and background checks.

- Employee Selection Part 4: Interview and Selection...
  - Here we look at types of interviews, types of interview questions, candidate selection, and some key issues to avoid in the selection process.

- Competency-based, Structured Interviews; How and Why
  - Here we explain the process of creating a competency-based, structured interview and discuss the advantages of implementing this interviewing technique.

**Week 5: Pitfalls of Selection Bias**

**Assignment(s) to Turn In**

- Week 5 | Reading Synthesis Assignment
- Exam One
- Exam One Review Guide.pdf
Text Reading

- none

Practitioner Article Series

- How to Avoid Beauty Bias When Hiring (Skrzypinski, Catharine).pdf
- Physical Attractiveness Bias in Hiring (Denning 2003).pdf
- New Evidence of Age Bias in Hiring (Cohen, Patricia).pdf
- This Is How Employers Weed Out Disabled People from Their Hiring Pools (Lu, Wendy).pdf
- Discrimination Against Black Americans Hasn’t Declined in 25 Years (Quillian, et al).pdf
- Illegal Job Interview Questions to Avoid (Martin, Marci).pdf
- 16 Interview Questions That Can Get You In Trouble (Petrone, Paul).pdf

Lecture Topics Include, But Are Not Limited to…

Implicit v Explicit Bias & Weight Discrimination in Employment: Studies show weight discrimination permeates the US workplace — but it’s legal in 49 states (Morabito, CNBC, 2020) [13:43]

- Supreme Court Rules LGBTQ Workers Protected Against Sex Discrimination (Totenberg, NPR, June 2020, audio) [6:10]

Week 6: Avoiding Bias – HRM an Equal Opportunity Employment Laws

Assignment(s) to Turn In

- Week 6 | Reading Synthesis Assignment
- HRM Issue Analysis: Preparatory Exercise

Text Reading

- Hendon & Lussier, Text Chapter 3 – The Legal Environment

Practitioner Article Series

- Tips for Rooting Out Hidden Bias (Wilkie, Dana).pdf
- Focus On Ability - Interviewing Applicants with Disabilities (US DOL).pdf
- Why do so many powerful men behave like Harvey Weinstein_ This psychologist has some theories. - The Washington Post 10-2017.pdf

Lecture Topics Include, But Are Not Limited to…

- Here we discuss diversity, broadly, and why it matters.
• We look at the Ouch Test,
• the Equal Pay Act,
• Title VII and the EEOC,
• LGBTQ & the Supremes.
• the Age Discrimination in Employment Act of 1967
• the Equal Employment Opportunity Act of 1972
• Religion in the Workplace
• Bona Fide Occupational Qualification,
• Americans with Disabilities Act of 1990,
• Religion, Attire, Abercrombie, and the Supremes (NPR, 2015)

**Week 7: Avoiding by HRM Equal Employment Opportunity Laws (Continued)**

Assignment(s) to Turn In

• Week 7 | Reading Synthesis Assignment
  • HRM Issue Analysis Step Two: Background Research and Evaluate Sources

**Text Reading**

• Hendon & Lussier, Text Chapter 15 – Ethics, Diversity, Inclusion, and Social Responsibility

**Practitioner Article Series**

• Study Suggests Bias Against ‘Black’ Names On Resumes (MIT, U of Chi).pdf
• Closing the Gender Pay Gap (Lytle, Tamara).pdf
• Equal Pay Act 1963, Lilly Ledbetter Fair Pay Act 2009 (EEOC)
• I-9 form (IRC Act).pdf
• USERRA Rights Poster (US DOL).pdf

**Lecture Topics Include, But Are Not Limited to…**

• Vietnam Era Veterans Readjustment Assistance Act of 1974 (VEVRAA),
• The Immigration and Nationality Act of 1952 (INA),
• USERRA (very briefly – see supplemental video), Immigration Reform and Control (1986),
• Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008,
• Lilly Ledbetter Fair Pay Act of 2009 (LLFPA), and
• Fair Employment Practice Laws.
• Quid Pro Quo sexual harassment.
• hostile environment sexual harassment.
• harassment investigation, policy, and prevention
• Uniformed Services Employment and Reemployment Rights Act (USERRA):
  • ESGRA
  • Disability Etiquette (The Whole Person) [3:40]
• The Americans with Disabilities Act, Signing Ceremony, July 26, 1990 (The Whole Person) [7:15]
• Do's & Don't for ADA Reasonable Accommodation (HR 360) [4:59]
• Ten Employment Myths of Disability Employment (USDOJ) [17:34]
• Americans with Disabilities Act | A Guide to Title I Employment (ILRC) [10:35]
• organizational ethics
• corporate social responsibility

**Week 8: Learning and Development**

**Assignment(s) to Turn In**

• Week 8 | Reading Synthesis Assignment
• HRM Issue Analysis Step Three: Find a Journal Article

**Text Reading**

• Hendon & Lussier, Text Chapter 7 – Learning, Training, and Development

**Practitioner Article Series**

• Scaling up Skills (Mauer, Roy).pdf

**Lecture Topics Include, But Are Not Limited to…**

• An Overview
  • Here we discuss the importance of training and development as a tool in HRM, and under what circumstances it is typically deployed.
• Process Cycle, Needs, & Challenges
  • Here we discuss the training process cycle, the use of needs assessment, and challenges to implementation.
• Learning Styles, Delivery, and Pros & Cons of OJT
  • Here we discuss learning styles, training delivery methods, on the job training (OJT), job instructional training (JIT), and the advantages and disadvantages of OJT.
• More Pros & Cons of Delivery Methods; Approaches to Development
  • Here we introduce various approaches to development, and the advantages and disadvantages of other training delivery methods.

**Week 9: Performance Management and Employee Enhancement**

**Assignment(s) to Turn In**

• Week 9 | Reading Synthesis Assignment

**Text Reading**

• Hendon & Lussier, Text Chapter 8 -- Performance Management and Appraisal

**Practitioner Article Series**
Lecture Topics Include, But Are Not Limited to…

- Performance Appraisal Intro
- Performance Appraisal Methods
- Performance Standards
  - the concept, role, and importance of establishing performance standards.
- Who Should Conduct Them
  - the advantages and disadvantages of various appraiser choices, including 360-degree appraisals.
- Performance Appraisal Problems
  - This video discusses challenges to valid and reliable performance appraisal process, including common rater errors and process problems.
- Conducting Appraisals - The Basics
  - an overview of sound appraisal process.

Week 10: Managing in the Legal Environment

Assignment(s) to Turn In

- Week 10 | Reading Synthesis Assignment
- HRM Issue Analysis Step Four: Writing the Initial Paper

Text Reading

- Hendon & Lussier, Text Chapter 9 -- Rights and Employee Management

Practitioner Article Series

- Managing Workplace Monitoring and Surveillance (SHRM).pdf
- Firing for Online Behavior (Bell, June).pdf
- Argument in the Office - Tattoos in the Workplace (Aryana Kamelian and Melanie Ziment, The Daily Nexus).pdf

Lecture Topics Include, But Are Not Limited to…

- Employee Privileges and Rights; A Broad Overview...
  - Here we discuss the concept of employee rights including due process, life and safety, free speech, privacy, freedom of conscience, and free consent.
- Management Rights, Employment at Will, and Just Cause.
  - Here we discuss Basic rights of organization management, the employment at will doctrine, and just cause in employment relationships.
- Coaching, Corrective Action, and Termination
Here we discuss appropriate steps and approaches to deploy corrective action and termination, and the reasons that employees may require such tactics.

- Situational Leadership and Managing Change.
  - Here we discuss the notion that managers need to address employ deficiencies, whether they be related to motivation levels or ability, differently depending upon the circumstances. We also look briefly at the strategy to manage change which is typically met with resistance.

**Week 11: Employee and Labor Relations**

**Assignment(s) to Turn In**

- Week 11 | Reading Synthesis Assignment
- Exam Two
- Exam Two Review Guide.pdf

**Text Reading**

- Hendon & Lussier, Text Chapter 10 -- Employee and Labor Relations

**Practitioner Article Series**

- Unions - Do They Help or Hurt Workers_ (Radcliffe 2019).pdf

**Lecture Topics Include, But Are Not Limited to…**

Critical Information in Labor Relations: Extremely Abridged topics include:

- National Labor Relations Act (NLRA) of 1935 (aka Wagner Act)
- Labor Management Relations Act (LMRA) of 1947 (aka Taft-Hartley Act)
- Labor Management Relations in the Public Sector
- Worker Adjustment and Retraining Notification Act (WARN) of 1988
- Express Contracts & Implied Contracts
- Wrongful Discharge and Constructive Discharge
- Negotiation terms & ADR
- Supreme Court Weighs Changes That Would Hurt Public Unions' Bottom Lines (NPR - January 11, 2016)
- Iowa Moves to Restrict Collective Bargaining For Public Sector Workers (NPR- Feb 14, 2017)

**Week 12: Compensation Systems**

**Assignment(s) to Turn In**

- Week 12 | Reading Synthesis Assignment
- Application Exercise Three: Job Evaluation Point Factor Method
• For Job Evaluation Exercise Three.pdf

Text Reading

• Hendon & Lussier, Text Chapter 11 -- Compensation Management

Practitioner Article Series

• FLSA Exemption Fact Sheet (US DL).pdf
• Manage FLSA Exemption Fact Sheet (US DL).pdf
• Walsh Healy (Public Contracts) Act Poster.pdf
• Davis-Bacon Act US DOL Overview.ppt
• Paid Time Off Trends Fact Sheet (US Travel Assoc.).pdf
• Global comparison of leave entitlements for working parents (OECD).pdf

Lecture Topics Include, But Are Not Limited to…

• Introducing Compensation
  • basics including direct, indirect, and intrinsic compensation;
  • expectancy and equity theory
  • legal aspects including Fair Labor Standards Act
  • non-discriminatory practices.
• Pay Equity & Job Evaluation
  • Here we cover concepts of pay equity, both internal and external, and
  • the process of job evaluation including job ranking, job classification, and point
  systems.
• Creating Pay Levels and Structure
  • an overview of the process of incorporating job evaluation, market analysis, and
  performance pay into a pay structure.
• FLSA Exemption Min. Salary Threshold Explained (NOT minimum wage!)

Week 13: Compensation Benefits

Assignment(s) to Turn In

• Week 13 | Reading Synthesis Assignment

Text Reading

• Hendon & Lussier, Text Chapter 12 -- Incentive Pay
• Hendon & Lussier, Text Chapter 13 -- Employee Benefits

Practitioner Article Series

• Point, Counterpoint- Do Merit Increases Promote Sustained Performance Improvement? (Lauby & Stollak).pdf
• 401(k) Contribution Limit Rises to $19,500 in 2020 (SHRM).pdf
• COBRA Fact Sheet (US DOL).pdf
• How have healthcare prices grown in the U.S. over time 2007-2018 (Peterson KFF).pdf
Lecture Topics Include, But Are Not Limited to…

- ERISA 101 (HUB Video)
- How does the quality of the U.S. healthcare system compare to other countries? (Peterson-KFF 2020)
- Intro to Individual and Group Incentives 
  - common tools used in variable pay plans for group and individual incentives.
- Pay Incentives and Executive Comp; The Good, Bad, & the Fugly
  - common problems with, and unintended consequences of, extrinsic rewards for performance.
- Introduction and Legally Required Benefits
  - indirect compensation along including a discussion of legally required benefits (Social Security, Workers' Comp, ACA, COBRA, and ERISA).
- Voluntary Benefits & Retirement Plans
  - an introduction to voluntary benefits among with defined contribution and defined benefit retirement plans.
- Frozen Pizza, Merit Pay, & Insufficient Reward for Performance
  - standard approach to merit pay (pay for performance) systems, and the perils of insufficient reward.

Week 14: Employee Benefits, Safety, and Health

Assignment(s) to Turn In

- Week 14 | Reading Synthesis Assignment
- HRM Issue Analysis Step Five: Final Submission (Incorporate Feedback from Initial Submission)

Text Reading

- Hendon & Lussier, Text Chapter 14 – Workplace Safety, Health, and Security

Practitioner Article Series

- Mental Health Parity Poster (APA).pdf
- Mental Health Parity in the US- Have We Made Any Real Progress? (Shana, Ali).pdf
- Health Parity in the US- Have We Made Any Real Progress? (Shana, Ali).pdf
- FMLA Fact Sheet (US DOL).pdf
- How can an employer limit the abuse of intermittent FMLA leave? (SHRM).pdf
- OSHA Workplace Poster (US DOL).pdf
- Workplace Safety Progress Poster.pdf
- OSHA Top Enforcement Cases Based on Total Issued Penalty.pdf
- Adding Inequality to Injury (OSHA).pdf
- Employer responsibilities under OSHA.pdf
- Employee responsibilities under OSHA.pdf
Lecture Topics Include, But Are Not Limited to…

- Disability Insurance, Health Insurance, and Strategy
  - *Tan introduction to voluntary benefits including long-term disability, short-term disability, and health insurance with a brief discussion of strategic considerations.*
- Workplace Safety and Health: OSHA; Then, Now, Why
  - *an overview of why OSHA exists and workplace safety before and since OSHA.*
- OSHA; What, Why, Who
  - *an overview of OSHA, who is covered, what is covered, and why it's covered. It includes a discussion of penalty levels, inspection priorities, and creating a safe environment.*
- Workplace Safety and Health: OSHA Record Keeping and Other Healthy Workplace Issues
  - *an overview of OSHA record keeping (301, 300) and other workplace health issues including stress, economics, and repetitive motion injuries.*

**Week 15: HRM in a Global Environment**

Assignment(s) to Turn In

- Week 15 | Reading Synthesis Assignment
- Application Exercise Four: Work-Life Balance

Text Reading

- Hendon & Lussier, Text Chapter 16 -- Global Issues for Human Resource Managers

Practitioner Article Series

- How to Practice Global HR (Arnold 2018).pdf
- Hofstede in Brief.pptx

Lecture Topics Include, But Are Not Limited to…

- Introduction to Global HRM
  - *a brief overview and discussion of reasons for globalization, and broad challenges associated with HRM in a global environment leading up to ethnocentrism and cultural differences.*
  - *Global staffing decisions, compensation challenges, and strategies for driving organizational culture including ethnocentric, polycentric, and geocentric approaches*
  - *an overview of host, parent, and third country nationals*

- Hofstede's Cultural Dimensions Explained (Riley, Jim) [9:01]
  - *Workplace Index and discuss more deeply the findings therein.*

**Week 16: Finals Week**

Assignment(s) to Turn In

- Exam Three
- Exam Three Review Guide.pdf
Additional Resources

- V373 Exam 3 Review Guide: Part 1 (Grundmann) [22:10]
- V373 Exam 3 Review Guide: Part 2 (Grundmann) [41:40]