COURSE SYLLABUS

V373 -- HUMAN RESOURCES MANAGEMENT IN THE PUBLIC SECTOR

O’Neill School of Public and Environmental Affairs

Term: Spring 2020       SECTION# 13304       Room: O’Neill SPEA (PV) 276

Class Time: Tuesday/Thursday 1:00 pm to 2:15 pm

Instructor: Daniel Grundmann, SPHR, SHRM-SCP

Office Hours (SPEA 321):

• Monday 11:00 am - 12:00 pm
• Wednesday 11:00 am - 12:00 pm
• Or by appointment

Email: dgrundma@indiana.edu

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

Home Office Phone: 812-340-3636

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 and Learning Outcomes

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 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:


Additional reading requirements are posted and linked on Canvas in Modules.

**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 (though maximum points allotted will not be exceeded). Frequent and/or excessive tardiness will lower your participation grade. 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.

**Electronic Devices**

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 HRA-IU, or by attending the state HR student conference. 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 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 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 (Links to an external site.)Links to an external site.
Overview of Steps to Conclusion

• Preparatory exercise
• Research and Source Evaluation
• Initial Analysis
• Final Submission

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. 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?

Grading Policy
Graded items are valued as follows:

• Exams (3 @ 100 points each) - 300 points
• Exercises (4 @ 10 points each) - 40 points
• Class participation/attendance - 20 points

HRM Issue Analysis Iterative Writing and Research Project

• Individual preparatory assignment (10 points)
• Issue Analysis Step 1: Background Research & Evaluate Sources (10 points)
• Issue Analysis Step 2: Initial Submission (20 points)
• Issue Analysis Step 3: Final Submission (20 points)
• Total 420 points

The final course grade is determined as follows:

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Note: These thresholds are set. 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

O’Neill School expectations of civility and professional conduct

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.

Additional information for students:


2. Disability Services for Students. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: https://studentaffairs.indiana.edu/disability-services-students/.

1 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
3. 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:

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

For more information about available resources: [http://stopsexualviolence.iu.edu/help/index.html](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](http://stopsexualviolence.iu.edu/help/index.html) to learn more.

V373 Canvas Module Course Schedule Fall 2019
Grundmann

Week 1: Introduction to The Role of Human Resources

Hendon & Lussier, Text Chapter 1 -- The New Human Resource Management Process

Practitioner Article Series
- Manage Aging Workforce, Global Mobility Among Top HR Challenges.pdf
- SHRM Five Key Trends (2018).pdf

IN CLASS
- Lussier3e_01.pptx
- O’Neill International Undergrad Slides - Read-Only.pptx

Week 2: HRM Strategy and Workforce Planning: Job Analysis, Job Descriptions, Job Enrichment, & Job Design

Hendon & Lussier, Text Chapter 2 -- Strategy Driven Human Resource Management
Hendon & Lussier, Text Chapter 4 -- Workforce Planning: Job Analysis, Job Design, & Employee Forecasting

Practitioner Article Series
- Building an HR Department from Scratch.pdf
- Culture Clash.pdf
• Generations Agree, Disagree on What Keeps Them Engaged.pdf

**IN CLASS**
• Lussier3e_02.pptx
• Global HR Conference.pdf
• HRA Intro Presentation View.pdf
• HRA Intro Presentation View.pdf
• DC Career Catalyst 9.6.19 - Read-Only.pptx

**Week 3: Recruitment and Selection**

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

• Application Exercise 1: Job Analysis and Job Description  Sep 18 10 pts
• EXERCISE 1 SAMPLE Job Description.doc

**Practitioner Article Series**
• How to Develop a Job Description.docx
• HR Needs to Tailor Talent Strategies in New and Emerging Markets.pdf
• Job Satisfaction Reaches a Record High.pdf
• WHAT ENGAGES EMPLOYEES THE MOST.docx

**IN CLASS**
• Lussier3e_05.pptx
• Lecture 3 Notes, V373.doc

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

Hendon & Lussier, Text Chapter 6; Selecting New Employees

• Exam 1 Review Guide V373 v.91919.doc
• HRM Issue Analysis Preparatory Exercise  Oct 2  10 pts

**Practitioner Article Series**
• Interviews That Work.pdf
• How to Crush Your Next Job Interview.pdf
• How to Address Negligent Hiring Concerns.pdf
• Capturing the Wisdom of Four Generations.pdf

**IN CLASS**
• Competency-Based, Structured Interviewing Overview
• HRM Issue Analysis topic
• Lussier3e_06 (DG edit).ppt
• STONEBELT_ FROM ADA TO ADVOCACY.pdf
Week 5: Avoiding Bias

- Exam 1 (in class) Chapters 1, 2, 4, 5, 6 along with associated lectures and supplemental readings  
  Sep 24  100 pts

- Application Exercise 2: Designing a competency-based, structured interview  
  Sep 25  10 pts

Practitioner Article Series

- A Guide to Avoiding Unlawful Questions.pdf
- Avoiding Bias in Pre-Employment Testing.pdf
- Rooting Out Hidden Bias, SHRM.pdf

IN CLASS

- Writing Assignment Overview
- Angela Lee Duckworth on "Grit"
- Class Questions Regarding Grit.docx

Week 6: Avoiding Bias (cont'd), and Equal Employment Opportunity Laws, Practice, and Application

Hendon & Lussier, Text Chapter 3 -- The Legal Environment & Diversity Management

Practitioner Article Series

- ADA JAN Fact sheet.pdf
- This Is How Employers Weed Out Disabled People from Their Hiring Pools.pdf
- Focus On Ability - Interviewing Applicants with Disabilities.pdf
- Hiring and Supporting People with Disabilities.pdf

IN CLASS

- Lussier3e_03.pptx
- NPR: High Court Leans Toward Religious Protection

Week 7: Equal Employment Opportunity Laws, Practice, and Application

- HRM Issue Analysis Step 1: Background Research and Evaluate Sources  
  Oct 9  15 pts

Practitioner Article Series

- Why do so many powerful men behave like Harvey Weinstein? This psychologist has some theories. - The Washington Post.pdf
- Closing the Gender Pay Gap.pdf
- Dispel the Stigma of Mental Illness.pdf
- Study Suggests Bias Against ‘Black’ Names On Resumes.pdf
- ADAAA in Line with Amendments to Local Disability Bias Statute.pdf
- Matters of Faith.pdf
• How to Ensure Your Company Is Immigration Compliant.pdf
• I-9 form (employment eligibility verification).pdf
• USERRA rights poster.pdf

**IN CLASS**
• EEO Lecture Notes, V373.doc.docx
• ADAAA.pptx

**Week 8: Learning and Development**

Hendon & Lussier, Text Chapter 7 -- Learning & Development

• HRM Issue Analysis Step 2: Initial Analysis  Oct 17  20 pts

**Practitioner Article Series**
• Scaling Up Skills.pdf

**IN CLASS**
• Lussier3e_07-2.pptx
• East of Eden excerpt.pdf

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

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

**Practitioner Article Series**
• Caught in the Web.pdf
• Employee Internet Management _ Now an HR Issue.pdf
• Formal Recognition Doesn't Work.pdf

**IN CLASS**
• Lussier3e_08.pptx
• Sample Performance Evaluation Form.docx
• Why Performance Evaluations Fail.ppt

**Week 10: Managing and the Legal Environment**

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

• V373 Exam 2 Review Guide vf18.1.pdf

**Practitioner Article Series**
• Firing for Online Behavior.pdf
IN CLASS
- Lussier3e_09.pptx
- US DOL Major Labor Laws summary

**Week 11: Employee and Labor Relations**
- Exam 2 (in class) Chapter 3, 7, 8, 9 and associated readings Nov 7 100 pts

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

**Practitioner Article Series**
- Unions - Do They Help or Hurt Workers? (Radcliffe 2019).pdf

IN CLASS
- Lussier3e_10.pptx
- Can Organized Labor Come Back (Yale)
- Supreme Court Weighs Changes That Would Hurt Public Unions' Bottom Lines (NPR, Jan 2016)

**Week 12: Compensation Systems**

Hendon & Lussier, Text Chapter 11 -- Compensation Management
Hendon & Lussier, Text Chapter 12 -- Incentive Pay

- HRM Issue Analysis Step 3: Final Submission Nov 10 20 pts

**Practitioner Article Series**
- Point/Counterpoint: Do Merit Increases Promote Sustained Performance Improvement_.pdf
- Walsh-Healey Public Contracts Act
- Davis-Bacon Act
- White Collar Wrinkles.pdf
- FLSA exemptions DOL.ppt

IN CLASS
- Lussier3e_11.pptx
- Lussier3e_12.pptx
- Propose Change to FLSA min salary test
- SPEA IN BARBADOS 2020 presentation sml.pptx

**Week 13: Compensation and Benefits**

Hendon & Lussier, Text Chapter 13 -- Employee Benefits

- Application Exercise 3: Job Evaluation application exercise Nov 20 10 pts
- EXERCISE 3- Job Evaluation Criteria Worksheet.doc
Practitioner Article Series
- Schramm, Survey- Employee Benefits Trends Show Shifting Priorities.docx
- For 2019, 401(k) Contribution Limit for Employees Rises to $19,000.pdf
- COBRA_ What notices must be provided to qualified beneficiaries under COBRA_.pdf
- Paid Time Off Trends Fact Sheet, U.S.A.pdf
- OECD Additional_leave_entitlements_of_working_parents.pdf
- Health Care Costs - A Primer.pdf

IN CLASS
- Lussier3e_13.pptx
- Review of Kaiser Articles
- Paid Time Off Discussion & Article Review
- Katie Denis of Project: Time Off (PTO usage trends in U.S.)

Week 14: Employee Safety and Health

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

Practitioner Article Series
- Mental Health Parity_ A Leap Forward.pdf
- FMLA DOL Fact Sheet.pdf
- Curbing Intermittent FMLA Leave Abuse.pdf
- Adding Inequality to Injury.pdf
- OSHA workplace poster.pdf
- OSHA Top Enforcement Cases Based on Total Issued Penalty.pdf

IN CLASS
- Workplace Safety Poster.jpg
- Lussier3e_14.pptx
- Employer responsibilities under OSHA.docx
- Employee responsibilities under OSHA.doc
- OSHA home page
- Workplace Safety Lecture Notes, V373.docx
- Safety and HRM.docx
Week 15: HRM in a Global Environment

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

- Application Exercise 4: Work Life Balance Dec 12 10 pts

Practitioner Article Series
  - How to Practice Global HR (2018).pdf

IN CLASS
  - Lussier3e_16.pptx

Conclusion


- ON CANVAS: Final Assessment Weeks 11 - 16 articles & Chapters 10, 11, 12, 13, 14 & 16 Dec 19 100.5 pts