



HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SECTOR

SUMMER SEMESTER 2015		Tuesday and Thursday Evenings, 7:00 p.m. to 9:30 p.m.			
Location:	Dane Smith Hall – Room 134 & ITV	Office Hours:	By Appointment - In Office or Off-Campus Location		
Instructor:	Steven G. Meilleur, Ph.D., SPHR	Office:	Social Sciences Building - 3rd floor, Room 3018		
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1. COURSE OVERVIEW:

Designed for public and non-profit managers rather than human resource professionals, this course gives a broad overview of HR dynamics and responsibilities. It will cover basic HR functions and will also explore current issues within HR management, which could include diversity and identity at work, the role of unions, or other topics. The course will include practical application through case discussions and reflection on students' work experiences. While it will focus on values-based organizations, it will compare HR practices in the public, non-profit and for-profit sectors.

As a graduate level survey introduction to the theory and practice of human resource management, particular attention will be given to discussion and critique of the theoretical and practical issues that must be addressed both by public and nonprofit human resources managers, and agency management/supervisory personnel. The course will emphasize the interdependence of human resource management and operational functions of the organization and contributing to individual, work team, organizational and societal goals. The strategic and operational management orientation of this course is intended to provide students with an understanding of the impact of human resource management on organizational decision-making. In addition, the course content will provide an introduction to the day-to-day HR issues faced by managers and administrators and an overview of current "best practices" in the field. Human resource management is a professional field in transition, moving from a "custodial" and "transactional" function focused on compliance, to incorporate strategic functions and processes that contribute to achievement of an agency's mission, goals, and objectives.

2. COURSE OBJECTIVES:

This course will provide the opportunity to increase your understanding and awareness of how public and non-profit organizations recruit, motivate, develop and retain their employees and manage their human resource functions and systems. Students should be able to demonstrate the following:

1. An understanding the history, theory and practice of human resource management in public sector/non-profit organizations and the similarities and differences with the private sector.
2. An understanding of the legal environment of human resource management in today's public and non profit organizations and the employer's responsibility to insure a safe and productive workplace;
3. An understanding of the HR strategic management decisions faced by managers and administrators in today's organizations and the tools and techniques utilized by HR professionals to prepare for the future;
4. An understanding of the organization and management structure of the human resource function in public and non profit organizations and how to measure its productivity;
5. An understanding of the public policy issues and decisions impacting the practice of human resource management in the public and non profit sectors; and
6. An understanding of the analytical tools and techniques to document HR problems and develop solutions.

3. CLASS METHODOLOGY AND LEARNING APPROACH:

The course will utilize a variety of learning opportunities during the times that we meet, including lecture, discussion, individual and group exercises, case study analysis, videos, student research and presentations, and guest speakers as available. The course is focused on exploring the current and future challenges of human resource management (HRM) in the public sector and in nonprofit organizations, and on developing the critical thinking skills required of HR

professionals and agency managers/administrators/supervisors in today's fast-paced and rapidly changing work environment.

Productive participation and discussion requires that students come prepared for each class meeting to explore the assigned readings and case studies with their thoughtful critique and evaluation of the content, to be augmented by reflections on their own work experiences and additional reading as required. You are encouraged to share your own professional experience as employees, managers, and administrators, as it will enliven class discussions and lead to a better learning environment. Criteria for judging class participation include (1) cognitive dimensions, (2) expressive elements, (3) affective elements, and (4) contribution of comments to the process of group learning.

“Safe Space” Policy: Ground Rules for a Positive Classroom Environment and Experience

For learning to occur when the class material is controversial, both tension and safety need to exist. There needs to be a safe classroom environment, so that students understand that they can speak their minds, and so that everyone feels comfortable and free to articulate ideas or viewpoints. Such a learning environment helps students to:

- Develop their abilities to understand the perspectives of others;
- Develop mutual respect;
- Make a commitment to understand positions that they do not understand from the context or point of view of their peers;
- Take risks in speaking honestly in the class in the service of their learning.

Expected class norms to enhance a safe learning environment include:

- Students should respect confidentiality-personal information or student comments should not get shared outside the classroom;
- Students should listen respectfully to different perspectives-let people finish sentences before responding;
- Students should respond to what has been said, not the person saying it-responses should not be personalized;
- Students should speak for themselves and not for others (including groups to which they belong);
- Students have the right to be silent in large group discussions.

All classroom discourse will exhibit respect for all other persons, not only within the confines of the classroom but also in general. There will be no denigration of anyone in any context (including in relation to case materials or readings, videos, or any other point of reference), on account of race, color, religion, national origin, ethnicity, gender, disability status, genetic information, veteran status, sexual orientation, gender identity, religion, political perspective, any other trait that is protected under local, state or federal law.

Class discussion allows for disagreement; however, comments must be sustained by evidence, in particular evidence from class materials and readings. Class comments are not to be unsupported assertions of opinion, and never ad hominem (personal) attacks. Incivility or rudeness of any kind is unacceptable. This includes carrying on conversations during class, checking cell phones or other electronic devices for messages, texting, and other distractions. The bottom line is this – my expectation is that you behave professionally at all times in class.

4. COURSE MANAGEMENT:

As a survey course, we will address new topics each session, endeavoring to understand their relationships as we discuss, analyze, and critique public administration theory and practice. I will utilize UNM Learn to post the course syllabus, course assignments, lecture notes, and discussions, as well as some email messaging. Primarily, students should use my regular UNM e-mail account to communicate and send assignments electronically. **DO NOT submit your papers to me via UNM Learn Mail.** Finally, students will be able to access Supplemental Readings online at the class UNM Learn site. Please do not hesitate to contact me with your course questions or problems.

As a student you are responsible for:

- Being prepared to discuss assigned course readings and exercises, and contribute to class each session.
- Contributing to and assisting with the learning of your classmates.
- Making up any missed readings, exercises, and assignments made or due during his/her absence.
- Reading for understanding the textbook chapters, supplemental readings, and exercises before class and actively participate in class discussions.
- Finding connections with your professional experiences and aspirations; consider the conceptual relationships among topics in the course and the practical application of course material to HR management.
- Regularly check the UNM Learn course homepage for updates, announcements, and new assignments.
- Preparing all written assignments per instructions in the syllabus and submit them per the course schedule.

5. COURSE SCHEDULE AND ASSIGNMENTS:

NOTE: All reading assignments should be completed prior to class. It is solely the responsibility of the student to obtain notes, handouts, and summary of lesson/class activities, and to learn material from any missed class. Every written assignment must have compelling evidence of being proofread. See Graduate Writing Guidelines Rubric on UNM Learn Course Homepage.

THIS SYLLABUS AND SCHEDULE IS SUBJECT TO REVISION AT THE INSTRUCTOR'S SOLE DISCRETION AND SHOULD ALWAYS BE CONSIDERED TO BE IN DRAFT FORM. CONFIRM DEADLINES IN CLASS.

DATE	TOPICS, and ASSIGNMENTS	READINGS
6/2/15	<ul style="list-style-type: none"> Course Introduction & Syllabus Review Human Resource Management (HRM) & Employment Law in the Public and Private Sectors 	<i>Additional Supplemental Readings and Pre-Class assignments will be posted on the PADM 525 Homepage hosted by UNM Learn. Students should regularly check the PADM 525 Course Homepage before each class.</i>
6/4/15	<ul style="list-style-type: none"> The Public Service Heritage: Context, Continuity, and Change The Role of Human Resources in HRM HRM and Risk Management 	Berman – Chapter 1 Supplemental Materials – UNM Learn Course Homepage
6/9/15	<ul style="list-style-type: none"> Legal Rights and Responsibilities: Laws Governing the Workplace 	Berman – Chapter 2 Supplemental Materials – UNM Learn Course Homepage
6/11/15	<ul style="list-style-type: none"> Legal Rights and Responsibilities: Laws Governing the Workplace <i>Continued</i> <p><i>Peer Review Required following this Journal entry.</i></p>	Berman – Chapter 2 Supplemental Materials – UNM Learn Course Homepage
6/16/15	<ul style="list-style-type: none"> The Leadership Challenge: The Role of Managers and Supervisors in HRM 	Supplemental Materials – UNM Learn Course Homepage
6/18/15	<ul style="list-style-type: none"> Motivation: Possible, Probable, or Impossible? Employee Motivation – Theory and Practice 	Berman – Chapter 6 Supplemental Materials – UNM Learn Course Homepage
6/23/15	<ul style="list-style-type: none"> Strategic Workforce Planning Employee Recruitment, Selection, and Placement 	Berman – Chapters 3 and 4 Supplemental Materials – UNM Learn Course Homepage
6/25/15	<ul style="list-style-type: none"> Position Management – Job Design, Classification, and Organizational Design <p><i>Peer Review Required following this Journal entry.</i></p>	Berman – Chapter 5 Supplemental Materials – UNM Learn Course Homepage
6/30/15	<ul style="list-style-type: none"> Employee Compensation: Total Compensation, Pay and Benefits 	Berman – Chapter 7 Supplemental Materials – UNM Learn Course Homepage
7/2/15	INDEPENDENCE DAY – NO CLASS	
7/7/15	<ul style="list-style-type: none"> Employment Policies, Procedures, and Guidelines Employee-Friendly Policies <p><i>Applied HRM Research Paper Due – Peer Review Required</i></p>	Berman – Chapter 8 Supplemental Materials – UNM Learn Course Homepage
7/9/15	<ul style="list-style-type: none"> Strategic Human Resource Development Training, Learning and Development 	Berman – Chapter 9 Supplemental Materials – UNM Learn Course Homepage
7/14/15	<ul style="list-style-type: none"> Strategic HRD, Training & Development Continued <p><i>Group Case Analysis Due – In Class Discussion of Case</i></p>	Berman – Chapter 9 Supplemental Materials – UNM Learn Course Homepage
7/16/15	<ul style="list-style-type: none"> Performance Management & Appraisal Coaching and Counseling for Performance 	Berman – Chapter 10 Supplemental Materials – UNM Learn Course Homepage
7/21/15	<ul style="list-style-type: none"> Managing Performance Problems, Discipline and Discharge 	Supplemental Materials – UNM Learn Course Homepage
7/23/15	<ul style="list-style-type: none"> Unions & the Government: Labor Relations in the Public Sector, Collective Bargaining New Mexico Public Employees Bargaining Act <p><i>HR Management Journal Project Due 7/25 with Entry for This Class Session.</i></p>	Berman – Chapters 11 & 12, Conclusion Supplemental Materials – UNM Learn Course Homepage
7/27/15	Final Exam Period - No In-Class Final Exam	

6. REQUIRED TEXT AND MATERIALS

- Berman, Evan et.al. (2010) *Human Resources Management in the Public Service: Paradoxes, Processes, and Problems*, 4th Edition, Thousand Oaks, CA: Sage Publications.
- Articles, research reports, and supplemental handout materials provided on-line through UNM Web-CT



7. GRADING AND COURSE REQUIREMENTS:

Course Requirements – See Assignment Guidelines Below	% of Grade	Grading Scale	
1. Case Study #1	20%	A+	98% to 100%
2. Case Study #2	5%	A	94% to 97.9%
3. Leadership Self-Assessment and Development Plan	5%	-A	90% to 93.9%
4. Urbanopolis Case Analysis Paper	25%	B+	87% to 89.9%
5. Applied HRM Journal Project Paper & Discussion	40%	B	84% to 86.9%
6. Discretionary Grade (Attendance, Participation, Contributions)	10%	-B	80% to 83.9%
7.		C	75% to 79.9%
		F	Below 75%

INCOMPLETE POLICY

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, a grade of “Incomplete” will only be given when the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor. Requests for a grade of “I” must be submitted in writing to the instructor no later than the date of the second to last class session of the term. Such requests must include a proposed timeline for submitting the work required for completing the course, and you will be required to adhere to that timeline once it is agreed to by the instructor. Failure to do so may result in a grade of “F” for the course.

WRITING QUALITY

This is a writing intensive course. Although I am far more concerned about substance than form, please keep in mind that this is, after all, a professional, graduate level course. All of your written assignments should be prepared with the attention due to a professional presentation, and expected from a Master’s degree candidate. Yes, this means grammar and punctuation, too. Written assignments require proofreading and editing prior to submission, with attention to correct grammar, spelling, punctuation, paragraphs, and sentence structure. (See the Purdue University OWL site {[link on Web CT course homepage](#)} for further assistance).

NOTE that writing competency is extremely important in graduate school, as well as in your professional career. The grade penalty is significant for lack of simple proofing of grammar and spelling on all assignments, and for a lack of attention to professional writing and presentation of your paper. As a graduate student and a current and/or aspiring leader in public administration, you have a responsibility to the profession and those you will be representing to write professionally. Papers with excessive problems with spelling and punctuation, grammar, usage and sentence or paragraph structure, and expository writing quality and clarity, will be returned without further comment for revision.

It is wise to have a friend serve as an editor to proofread your written assignments. If you struggle with writing, I strongly encourage you to use the services of The University of New Mexico Center for Academic Program Support (CAPS). CAPS provides a variety of writing resources for graduate students (see <http://caps.unm.edu/writing>). The OGS Graduate Resource Center (GRC) also provides dedicated services available for any graduate or professional student engaged in most writing and research projects. The URL for that website is <http://caps.unm.edu/writing/grad>. Take this task seriously and consult the University of New Mexico OGS Graduate Resource Center (GRC) for assistance – the investment of time will pay off for you in the future.

FORM OF WRITTEN PAPERS AND APA STYLE

You are required to submit all written papers via my UNM e-mail account to me, in MS Word format. **DO NOT submit your papers to me via UNM Learn Mail.** I will provide feedback to you on your written work using the MS-Word “Comments” function. Please let me know in advance if you use a word processor other than MS Word – in that case, you will probably need to submit your papers in RTF format.

All papers are **required** to follow current APA Style Format. **I have included an annotated sample APA Style paper for reference on the UNM Learn course homepage. My favorite website for APA Style is the Purdue University OWL site;** I have included the url for this excellent website on the UNM Learn Course Homepage. The Purdue OWL site also has excellent resources to improve your writing, as well as and reference material on conducting basic primary and

secondary research. For further guidelines, refer to Publication Manual of the American Psychological Association, Current Edition. The APA Manual provides answers to all level of detail regarding citations of references, grammar, and other related issues. The APA is a widely held standard for manuscripts in the social sciences, including Public Administration, and is a frequent standard for graduate-level writing.

- **THIS IS IMPORTANT!** All written assignments submitted electronically need to follow this naming convention for your document file that you submit electronically: **LAST NAME, FIRST INITIAL, ASSIGNMENT TITLE, PA525**. For example: **Smith_J_Current HR Issues_PA525**. DO NOT MAKE THE TITLE TOO LONG !!!
- Paper length guidelines **do NOT include** your title page, abstract page, bibliography of references, or appendices. The guidelines refer to the length of the body of the paper.
- **Proper external reference sources** MUST be cited for your outside reference materials. Proper academic reference sources include primary and secondary research, journal articles (refereed, juried, or peer reviewed), professional and trade journals, abstracts, research reports and dissertations. Wikipedia is NOT a legitimate academic reference.
 - **Note:** For all of your assignments, external reference sources should be referenced to back up your recommendations or to identify issues or to frame your analysis in the public administration and policy literature. This information would be ideally found in relatively recent journal articles and should reflect current public management thought or practice with respect to the issues identified.

ASSIGNMENTS AND PEER REVIEW PROCESS

To successfully complete this course, each student will be required to submit all of the assignments in the syllabus, in a timely manner. Note that for the papers so designated, **each student is required to use the peer review process** described below:

- Each of the designated paper must be submitted to at least two of your colleagues for peer review; these students will comprise your Peer Review Group for the duration of the course.
- Each member of the Peer Review Group will be using the Peer Review Form, as indicated in the reading and assignment schedule in this syllabus.
- The final submission to the instructor may be revised and rewritten based on peer review comments on the first submission, by the dates provided in the final syllabus.
- Each student is required to turn in the completed forms from the Peer Review Group along with the final submission of the assignment.

Peer Review: For each peer reviewed assignment, each student (author) will be exchanging draft papers with at least two other students from the class. Each member of the group will individually read and comment on the paper using the Peer Review Form, so copies of your first submission paper must be circulated to the group. Using the “Peer Review Feedback Form” found on the UNM Learn course homepage, each reader is to provide a critical, constructive review of each group member’s paper, and fully complete this review form, and return it to the author as soon as possible, so that revisions can be made before the final submission to the instructor. When submitting the final paper to the instructor, also submit the completed Peer Review Feedback Forms— just the forms, not the draft papers!

As a peer reviewer, your job is not to provide answers. You raise questions; the writer makes the choices. You act as a mirror, showing the writer how the draft looks to you and pointing out areas which need attention. In order for peer-review feedback to be valuable, it needs to offer a degree of specificity. A statement such as “that was great!” may give us a boost of confidence, but it doesn’t help us identify our opportunities for improvement. Likewise, “I didn’t like it” provides no direction in terms of what exactly would make the paper more accurate, informative, or interesting. Remember that “responding” to the paper is not the same as “criticizing.” Responding is a more neutral and broad term that includes positive comments, personal responses, and suggestions for improvement. Writers can learn from praise as well as from constructive comments for change.

Student guidelines for peer review:

- Before you even make your first comment, read the document all the way through.
- Make sure you leave enough time for you to read through, respond, and for your peer to edit his/her document with your comments before any deadlines.
- If you are provided with a feedback form to fill out and something is unclear, do not ignore the item but ask the instructor for clarification.

- Point out the strengths as well as the weaknesses of the document.
- Offer suggestions, not commands.
- Editorial comments should be appropriate and constructive. There is no need to be rude. Be respectful and considerate of the writer's feelings.
- Be sure that your comments are clear and text-specific so that your peer will know what you are referring to (for example, terms such as "unclear" or "vague" are too general to be helpful).
- As a reader, raise questions that cross your mind, points that may have not occurred to your peer author.
- Try not to overwhelm your peer with too much commentary. Follow the feedback form and the issues you are supposed to address.
- Be careful not to let your own opinions bias your review (for example, don't suggest that your peer completely rewrite the paper just because you don't agree with his/her point of view).
- Reread your comments before passing them on to your peer. Make sure all your comments make sense and are easy to follow.
- Avoid turning your peer's paper into your paper.

The very best written analytical research paper is original, evidence-based, clear, analytical (based on good analysis supported by sound logic and robust sources, e.g. current peer-reviewed journal articles, current books published by respected academic publishers, and of well-sustained, consistently high quality. Expository and analytical quality for written work includes a well-organized paper or essay, paragraphs that correspond to separate topics and subtopics, cogent sentences with appropriate use of adjectives and adverbs, correct syntax, and other basic elements of grammatical, effective writing. Essential in this connection is concise, compelling, clear argumentation and analysis.

CASE ANALYSIS GUIDELINES

For purposes of this course, a case study is defined as a carefully structured and delineated narrative reconstruction of events that presents essential information on the operations of a governmental or nonprofit agency in the context of a public management problem. The focal agency (along with key agency actors) is often cast as working in concert with other organizations across sectors in addressing the management problem, challenge, or crisis involved. The focus of the narrative and of the case analysis may therefore be a set of collaborative agencies. It may also be an entire array of decisions and actions rather than a single decision point or issue (more often the case with business administration case studies).

Things to keep in mind when analyzing a case study:

- Read the case carefully and make notes as to any terms which are unfamiliar, or portions that seem unclear, or problems or issues which appear to be salient in the case
- Bring your questions and observations from your reading of the case to the next class meeting or to the UNM LEARN platform for everyone to consider; helpful suggestions may be forthcoming from the instructor or from other students.
- The material you will require to carry out your case analysis, in particular the three short ones, is in your case study text, class readings, and class lectures—additional research is required for each of the case analysis papers.

After reading and thinking about the case, identify major administrative issues, decisional challenges, implementation obstacles, or other problems and challenges found in the case. Case writers generally (and specifically in all of our case study selections) tell their story in such a way as to highlight these analytical elements—that is the reason the case is written in the first place.

It is an important component of case analysis to offer a solution or solutions to the issues, in that when confronted with a problem in professional practice, the expectation is that you are equipped as an MPA graduate with the skill to come up with reasoned solutions to those problems. To do this, it is important to understand what happened and why it happened, to provide plausible reasons for the situations posed in the case, and to carry out corresponding critique and analysis.

In analyzing these issues, obstacles, or problems remember to look below the surface and go beyond simply describing what happened in the case. In fact, there is little room for picking up selective summary (retelling) of such issues in the case. You are best served by going as directly as possible to the analysis of the case.

If you think you have a solution or set of solutions to the issues, obstacles, or problems entailed in/by the case, be sure to carefully consider unexpected outcomes of your proffered solutions. Please remember that many such concerns have no ideal solution; each potential solution has its own problems, costs, disadvantages, drawbacks, etc. What is most essential is that you provide a nuanced and incisive, critical analysis of what transpired in the case, as the case writer depicts it. To use a medical analogy, it is better for you to focus on diagnostics rather than prognosis.

You are being provided with several guides or sets of suggestions for carrying out a case analysis. Some are from business administration curricula or simply adapted to purposes, only partially overlapping with our own in this capstone course. What is essential for this course is how well you execute your critical written analysis. You will be carrying into your analytical effort everything from theoretical and conceptual frameworks (drawn from your readings, class lectures, discussion, and materials, the whole of your MPA experience) to your own professional experience and expertise. Insight is the key, along with clear communication of it on paper in incisive ways. So is compelling argumentation of whatever position(s) you take with respect to the case material.

Limited information in cases: The reality of most cases is that they contain a great deal of information that is not as easily analyzed and understood as one would like. However, most case studies also leave out information, more or less on purpose, and you may well be left wanting to know more about what occurred. Your own analysis may be similarly limited. Consulting with your colleagues in the class, informally in class discussion or even one-on-one or in group work, helps here. As David argues,

Any serious analyst brings his [or her] own background to the case study. If [s/he] is a finance person, [s/he will] look to the numbers first as a way of getting at the required case analysis [while an HR person will use that lens, etc.]... Since you are neither expected to, nor can you, in fact, know everything that you would like to know, getting into a work sessions with your peers can be a time-saving way of maximizing the learning process . . .

ASSIGNED COURSE DELIVERABLES

1. HUMAN RESOURCE MANAGEMENT JOURNAL PROJECT

Peer Review required after entries for class sessions four (4) and (8).

For each class session, you are required to keep a journal of your thoughts regarding the readings. You will be expected to write about a 2-3 page entry (on average) for each of the class sessions. This assignment is designed to provide structure and discipline to your interactions with the text, class discussions, readings assigned during the course, as well as opportunities to learn from and interact with your colleagues. The Journals will be submitted at the end of the semester. You should focus on the following for each class session and topic(s) covered:

1. What are the important principles in the assigned readings, and other readings available on the course homepage?
2. How are the principles, concepts or methods presented in the readings applied in your own work environment (or a familiar organization)?

Compare and support your analysis and discussion with material from the text, readings and other outside reference sources. For each of the entries you should have 2 sections:

1. **Significant insights from class.** What new concepts, skills, models, approaches or ideas stand out for you as particularly interesting and provocative? Why are they so significant to you and the organization you work for? How can you utilize the new ideas or apply some of the skills, and become a more effective public manager or leader?
2. **Significant insights from the readings** – including current events, the text, readings provided by the instructor, and other readings you seek out on your own. What new ideas or tools strike you as particularly interesting and stimulating? Why are these ideas or tools so significant to you and the organization you work for? How does it change what you think or do? How might you apply it in your work?

In both sections, you should try to make connections between the material presented in class and the readings and relate it to your personal and professional experience. While there is no minimum number of required APA cited academic reference sources for each journal entry, you are expected to have appropriate outside references for each entry.

FINALLY, AT THE END OF THE JOURNAL, you must also include a separate section that is a self-reflective essay that relates your learning from the course to your professional growth. Drawing upon your own past experiences and future ambitions explore the nature of your identity as a current and/or future public administrator, manager, and leader in your organization and community, with particular focus on what you have learned about human resource management.

As a part of this section of the Journal, you are to complete a **LEADERSHIP SELF-ASSESSMENT AND DEVELOPMENT PLAN** for yourself, based on the “Leadership Development Plan Guidelines” and the “Best Leader Exercise” both of which are

found in the Leadership Class folder on the Learn Course Homepage, and which are based on Kouzes and Posner's acclaimed Five Practices of Exemplary Leadership®. You should use the data from these plus other materials from the course to prepare a leadership self-assessment and development plan. Include a discussion of what you have learned about leadership, and how that knowledge has impacted your understanding of effective human resource management. For the paper, use outside references and other leadership models as appropriate, and you should include the completed self-assessment as an attachment to your paper. It is expected that you will begin to implement your development plan during the course and continue with it after the course ends.

While the Journal need not be in “pure” APA format, follow APA guidelines as closely as is appropriate for formatting, in-text citations, list of references, etc.

2. GROUP/TEAM CASE ANALYSIS PAPER

The purpose of the Case Analysis Paper is to apply the theory and concepts from the seminar to a practical, applied case assigned by the instructor. This case analysis should be done in teams of between 2 to 4 students. To analyze a case, you critically examine the organizational and employee issues confronted in the case. Most often you will need to read the case several times - once to grasp the overall picture of the situation and then to discover and understand the specific problems, dynamics, and work environment from the case. The case analysis requirements are as follows:

- Develop an overview of the case that summarizes the situation, HR issues, and dynamics between employee and employer and the history of their relationship.
- Analyze the case based on HR & management theory and practice as presented in the textbook, lectures, supplemental readings, and other outside reference sources with a focus on how the case helps us better understand human resource management functions and processes in public and nonprofit organizations.
- Apply the concepts, tools and methods to the case that are covered by Berman and authors from the supplemental readings based on class lectures and discussions, and personal experience.
- Recommend a course of action to address the problems and/or issues presented in the case.

Use APA Style. In no more than sixteen (16) pages, *support your analysis* with material from the text and other outside reference sources. A minimum of six (6) outside reference sources must be used and properly cited in APA style.

NOTE TOO: Each student is required to complete the “Student Self and Group Project Evaluation Form,” which is found in the Case Study folder on the UNM Learn course homepage. The completed form is due on the same day that the group case study is due. Up to half of your participation grade is based on the results of the “Student Self and Group Project Evaluation Form” for the Urbanopolis Case Study – clearly, you are expected to be an active, contributing member of your case study team.

3. APPLIED HRM RESEARCH PAPER

Peer Review required prior to submission to instructor.

A research paper is required that address one (or more if related) of the major topics covered in class applied to a real public, private or non-profit organization. The paper topic may be on anything read about or discussed in class on or prior to its due date. Please present a thorough knowledge of the topic and apply understanding of a real situation.

Your research and analysis of the human resource management issue, system or process you are investigating should reflect both the theoretical and practical dimensions of the issue, with the objective of increasing your understanding of the impact of the issue on the practice of human resource management in public and non-profit organizations. The paper may draw on content from throughout the course, using journal articles, books, and primary research data to demonstrate your understanding of the issue.

For example, a paper may be an analysis of the current performance evaluation/appraisal system being used in your organization, presenting your well-researched and supported recommendations for improving that system. You may also choose to explore a legal issue in HR and employment, and discuss how it impacts your current workplace, or another organization with respect to HR Management and the organization’s policies and practices.

Use APA Style. In no more than eight (8) pages, *support your analysis* with material from the text and other outside reference sources. A minimum of four (4) outside academic reference sources must be used and properly cited in APA style.

4. DISCRETIONARY GRADE – ATTENDANCE, PARTICIPATION AND CONTRIBUTION

This portion of your grade includes, but is not limited to class participation, demonstration that you have read the text and other materials, participation in team/group assignments, and timeliness of assignments. Ongoing student participation is encouraged and will be assessed as a part of the total course grade. Participation is reflected by course attendance, presentations, and contributions to discussions, particularly in analyzing and critiquing assigned readings and cases. The student's contribution to course discussions will be assessed in terms of the quantity and quality of the contribution, demonstrating critical thinking and analysis skills as opposed to the number of times a student speaks up in class. Therefore, it is important for students to be prepared for course discussions and presentations.

NOTE TOO: Up to half of your participation grade is based on the results of the "Student Self and Group Project Evaluation Form" for the Urbanopolis Case Study (assignment #4).

8. POLICY STATEMENTS: UNIVERSITY AND COURSE POLICIES

University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:

Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.

In preparing written assignments, students need to be aware of the UNM Student Code of Conduct governing academic dishonesty, particularly plagiarism (see below). It is a violation University policy to claim credit for work not done or done by others, or misrepresenting the work as your own. There are numerous sources available through the UNM website to help you better understand the rules. (See the Pathfinder, Student Code of Conduct, 2.4.)

Plagiarism

It is often an unintentional mistake, but plagiarism continues to be a problem given our easy access to the internet and the availability of tools to copy and paste to your computer. It is even more problematic to paraphrase the work of another author and not acknowledge the source. If you are unsure, cite the source and avoid any suggestion of plagiarism. Recognize that any wording presented in a paper without quotation marks or other citation is considered to be your own work. Students who are discovered cheating or committing plagiarism will be awarded a failing grade for the course and may be subject to dismissal from the SPA program or other further discipline.

Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. Students who are discovered cheating or committing plagiarism may be awarded a failing grade for the course and may be subject to dismissal or further discipline by the university. Assignments and/or research projects may, at the instructor's discretion, be submitted to one of several online services that search for plagiarism from the World Wide Web and from various term paper companies that sell term papers via the World Wide Web. All citations must be conform with current APA Style Guidelines (See **FORM OF WRITTEN PAPERS AND APA STYLE** on page 3 above).

Drops and Withdrawals

In the event that you choose to drop or withdraw from the course, it is YOUR responsibility, not the instructor's. Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify UNM of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.

Disturbances

Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Class Attendance Policy

Students are expected to attend all class sessions, and full participation in the class is expected. In the case of unavoidable absences, the student must contact the instructor in advance. The student is subject to appropriate

academic penalty for incomplete or unacceptable makeup work or for excessive or unexcused absences. It is the student's responsibility to secure all missed work and assignments. Students who are unable to complete course requirements because of illness or other justifiable circumstances may be allowed to take an incomplete grade in those cases where a major portion of the work (more than 50%) has been successfully completed.

Accommodations

Anyone requiring special accommodation or assistive technology is asked to advise Dr. Meilleur within the first two weeks of class, so that reasonable accommodation may be provided through the University. The School of Public Administration is committed to providing all necessary and feasible accommodation to students with disabilities so that they may fully participate in and contribute to their classes. Confidentiality will be maintained as indicated by the student's circumstances.

9. OTHER INFORMATION:

Instructor Guidance: I will be happy to review your written work in progress at any time. You'd be amazed at how few people take advantage of this opportunity. Generally I will have my comments back to you within a day or two, barring unforeseen circumstances. You are bound to run into problems with your projects along the way. I am happy to consult with you about your projects if you have questions, concerns, roadblocks, or if you just need a sounding board. Please contact me to set up these consultations by appointment, or during office hours. Again, you'd be surprised at how few people take me up on this offer. Please feel free to contact me at any time if you have questions or concerns about the course.

Syllabus Modification: The instructor reserves the right to change the class schedule, course requirements, or grading criteria based on changing circumstances and events, University policies, material deemed helpful for your individual projects, and/or class input.

10. INSTRUCTOR BACKGROUND:

Steven G. Meilleur, Ph.D., SPHR has more than 38 years of professional experience in human resources management in the public, private non-profit and private for-profit sectors. Currently, Dr. Meilleur is Senior Vice-President, Risk Services – HR and Employment with Poms & Associates, a national risk services and insurance brokerage firm that provides risk management training, consulting and information services, and insurance services for its clients and other businesses and organizations.

He previously worked as Vice President of Human Resources and Risk Management with Adelante Development Center in Albuquerque, a \$26.5 million non-profit organization with over 900 employees, where he was responsible for all human resources, human resource development & organizational development, and risk management functions for the agency. Dr. Meilleur has also served as Director of Human Resources for the City of Rio Rancho, NM, Human Resources Team Leader and Manager of Organizational Learning with Plains Electric G&T Cooperative, Director of the State Bar of New Mexico's Center for Legal Education.

He is faculty member at the UNM School of Public Administration, holding the positions of Adjunct Faculty, and Visiting Lecturer III where he teaches in the areas of human resource management, employment and labor relations, dispute resolution, organizational change, and human resource development. He has also been on the faculty at Webster University's School of Business in the graduate studies programs since 1994. He has spoken at numerous conferences and workshops across the country, and is a published author in the areas of human resources, leadership and management development, organizational change and innovation, non-profit organization management, and board development.

Dr. Meilleur received a BA in English Literature and Education from Bucknell University, an Executive MBA from the University of New Mexico, and his Ph.D. in Leadership and Organizational Learning from UNM. He received his certification as a Senior Professional in Human Resources (SPHR) by the Society for Human Resource Management in 1995. He has been a Dedicated fan of the Grateful Dead since 1967; and performs locally with the Black Smoke Blues Band as lead vocalist, and blues harp player. For grins, check out <https://www.youtube.com/watch?v=xZw55VY7HxQ>

11. FINAL REMARKS FROM DR. MEILLEUR

The more you put into this class, the more you will take from it. Reviewing scholarly work, pondering concepts, and making sense of theory in practice can be painful and time-consuming. I understand this! There will be times when your brain hurts. That's a good thing. Take it as a sign that some good learning is going on. In fact, good learning is often confusing and uncomfortable before it becomes fun. If you keep up with readings, actively engage in class dialogues and activities, and constantly seeking feedback and advice from your colleagues and course instructor, you should have a rewarding experience in this course.