



PUAD 5220/4220 – HUMAN RESOURCE MANAGEMENT

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Format: This is an online, asynchronous course

Office Hours: Email mary.guy@ucdenver.edu to schedule a meeting via office, phone, or zoom.

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1. Course Description

This course is about human resource management in government and nonprofit organizations. Requirements and processes differ between them so your textbook covers both. This prepares you for public service jobs in either government or nonprofits.

Topics covered include traditional HR functions, such as job analysis, recruiting, selecting, promoting, compensation and benefits, appraising, training, and development. Merit-based civil service systems, labor force dynamics, and workplace violence are also covered. Additionally, HR policies that perpetuate social inequity are presented, especially in regard to the fallout caused by job segregation and pay inequity.

By the end of the term, you should feel confident answering these questions: How does human resource management (HRM) differ in government versus nonprofits versus business? What are the big challenges for human resource managers in public service organizations? How does public opinion affect the work of HR managers in public service? What skills are essential for HR managers? In order to answer these questions, the course develops competencies shown in the left column of the table and the right column lists activities designed to teach each one.

Competency	How You Will Achieve It
To articulate and apply a public service perspective	The Guy & Sowa text emphasizes awareness of public service values and obligations in HRM. The goal of a representative workforce is laced through all materials.
To know the intellectual roots of America's human resource policies and practices	The Guy & Sowa text explains the development of civil service, merit systems, and HR policies and practices.
To understand, influence, enable, implement, and evaluate public policy	The nexus between HR policies, labor law, merit system principles, and social equity is emphasized throughout readings, lectures, and class projects.
To lead and manage public service organizations	The HRM project provides a way to learn about the work of an HR manager
To analyze, synthesize, think critically, solve problems, and make decisions	The job analysis exercise develops critical thinking skills. Case analyses throughout the course illuminate challenges HR managers face. Human capital issues are explored in readings, especially in <i>Dirty Work</i> .
To communicate and interact with a diverse and changing workforce and citizenry	Both required texts explore the HR dimensions of diversity, equity, inclusion and accessibility. Representativeness is emphasized throughout.
The importance of ethical decision making and integrity	Public integrity is highlighted throughout readings and discussions, as are the ethical implications of HR practices. Merit system principles accentuate ethical HR practices.

About Your Professor

Mary E. Guy is a University of Colorado Distinguished Professor. She studies topics pertaining to the human processes involved in public service delivery and has lectured to public administration audiences around the world. Winner of multiple research awards, she is a Fellow in the prestigious National Academy of Public Administration and former president of the American Society for Public Administration. She has held many offices in nonprofit organizations and has practitioner experience in state agencies.

Required Textbooks

Guy, M. E., & Sowa, J. E. (2022). *Human resource essentials for public service: People, process, performance*. Melvin & Leigh Publ.

Press, E., (2021). *Dirty work: Essential jobs and the hidden toll of inequality in America*. Picador

2. General Information

- The Auraria Library is your Go To place to find reference materials throughout your studies at UC Denver. Click on [Public Administration and Public Affairs Guide](#) and the link will take you to resources that MPA students need. The link shows you how to find articles across the Library's 200+ databases, how to find hardcopy books or e-books, how to find government publications, and more.
- Log in multiple times weekly at <http://canvas.cuonline.edu> to keep up with announcements, lectures, and assignments.

- i) Check Announcements on the Course Home Page each time you log in. I will post there when I have late-breaking information for you. Note: Adjust your Canvas course settings so that announcements will also arrive in your inbox. If you use a different email address than your university email, it is your responsibility to make sure your email address is linked to your university email.
 - ii) Modules run from 12:01 Monday morning to 11:59 pm Sunday night.
 - iii) If you encounter difficulty accessing the course site or maneuvering through it, call the university helpline at 303-315-3700 or e-mail cuonlinehelp@ucdenver.edu
- c) For general questions about the course and requirements, visit the Frequently Asked Questions (FAQ) discussion board in the Course Home Module. If you have a question that others may also be curious about, post it in FAQ, and I will answer so everyone has access to the same information. If you have a question more personal – one you would NOT ask in front of the class – email me directly at mary.guy@ucdenver.edu. I try to respond to messages within one business day.
 - d) Always use your UC Denver email address when accessing Canvas or emailing me. Do NOT communicate via your personal address because it is likely to land in spam.
 - e) Deadlines for each assignment are posted in this syllabus and in each week's module. It is your responsibility to submit assignments on time. But life happens, and if you simply cannot meet a deadline, for whatever reason, just know that each assignment turned in after the due date will incur **a 1-point penalty for each 24 hours it is late. Thus, a paper turned in 1 week after the due date will suffer a 7 point penalty.**
 - f) Workload expectations: This is a 3-credit hour course, which means that you should expect to devote the equivalent of 9 to 10 hours per week studying the week's material and engaging in assignments. Some weeks will require a little more, and some will require a little less, depending on the week's material.
 - g) Deliver written assignments via the submission process in Canvas. When submitting documents, name each file with your last name and the assignment name (e.g. Smith HRMproject). And, make sure that your name is on the first page of the document. Only submit .doc or .docx files, NOT pdf, Google docs or Open Office. If you do not have MS Word, it is available at a student rate through the university bookstore.
 - h) References must be formatted according to the 7th edition of the *APA Style Manual*. It is available at bookstores and online booksellers. Buy the manual now and it will last you throughout your studies. If you do not want to buy the manual, then access this website and follow examples for how to cite references both in text and on the reference page: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
 - i) In addition to threaded discussions, quizzes, and exams, you will earn points toward your course grade from two written exercises, the Job Analysis exercise and the Human Resource Manager project. Instructions for these are in this document.

- j) Incompletes are reserved for emergency situations. To be eligible, you must already have completed 75% of the course material. If you are experiencing challenges in completing the work, make sure to speak with Dr. Guy sooner rather than later to discuss options.
- k) Need accommodation for a disability? The University of Colorado Denver provides reasonable accommodation and access to programs and services to persons with disabilities. Visit <https://www.ucdenver.edu/offices/disability-resources-and-services>
- l) Need to improve your writing skills? The work of public management is knowledge work and it requires a great deal of writing. The UCDenver Writing Center will help you improve your skills. It is a great service and the cost is covered by your tuition, so take advantage of it! See <http://clas.ucdenver.edu/writing/> for information.
- m) Having trouble coping? The Student and Community Counseling Center is located in Tivoli 454 and provides mental health services to help students manage personal challenges. Learn more at <http://www.ucdenver.edu/life/services/counseling-center>
- n) Throughout your studies at UC Denver, you can expect respect. Anyone who experiences an act of discrimination or harassment on the basis of a protected characteristic or an act of sexual misconduct committed by or against a member of the CU Denver community has the right to file a report. Access the equity office at <https://www.ucdenver.edu/offices/equity>
- o) It is my intent that students from all backgrounds and perspectives be well-served by this course and that the diversity each of you bring to this class acts as a resource, strength and benefit. I intend to present materials and activities that are respectful of gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. You belong here! I encourage your suggestions for ways to improve the effectiveness of the course for you.

3. Academic Honesty

Conduct yourself with honor; you are expected to uphold the university's personal conduct code, which emphasizes your responsibility to conduct yourself appropriately and to respect others. See <http://www.ucdenver.edu/life/services/standards/students/Pages/default.aspx>

The **honor system** is based on the premise that you have the responsibility (1) to uphold the highest standards of academic honesty; (2) to refuse to tolerate academic dishonesty in the University community; and (3) to foster a sense of honor and social responsibility. In accord with this, all written assignments are to be your original work, written for this course, and may not be used as submission in another course.

Plagiarism is the unacknowledged use of another person's work, which includes original ideas, strategies, research, and/or writing, in the form of sentences, phrases, and innovative terminology. I cannot over-emphasize the need for you to avoid **plagiarism**. When you use words or ideas of others without giving proper credit, regardless of the type of assignment or

paper, you are guilty of plagiarism. Intentional plagiarism involves copying or using another's words or ideas. This **includes copying from websites** as well as all other printed material. Unintentional plagiarism usually results from ignorance of the rules for documenting sources or from sloppy research and note-taking. Even if plagiarism is unintentional, it is still a violation. The purpose for citing other authors' works is twofold: 1) to give credit for their work; and 2) to direct your reader to the sources from which you derive your ideas. The following guidelines will help avoid plagiarism:

- >When writing, use your own words; when you use another writer's words, use quotation marks and credit the source with an in-text citation.
- >Do not make slight variations in the language and then fail to credit the source. If the idea is essentially the same, the author still deserves credit.
- >If you are unsure whether to cite or not, it is better to cite.

Assignment folders have Turnitin, a plagiarism detection software, enabled. Plagiarism will be dealt with on a case-by-case basis, and could result in failing the assignment, failing the class, and/or other requirements as determined by university policy.

4. Your Course Grade

Open each week's module at the beginning of the week, watch the videos, complete the readings, study the slides, then complete assignments by Sunday night. Here are the graded assignments:

Threaded Discussions: Guidelines are in Item 6 of this syllabus.

HRM in the News: Guidelines are in Item 7 of this syllabus.

Job Analysis Exercise: Guidelines are in Item 8.

Human Resource Manager Project: Guidelines are in Item 9.

Quizzes, Midterm, and Final Exam: Guidelines are in Item 10.

Extra Credit Policy: Each assignment is designed to teach you about the many dimensions of HRM in public service organizations. Do your best on each; extra credit is not offered.

Course Grade Computation			Percent
Graded Exercises	Points	Submit by 11:59PM, MST	
8 Discussions @ 3pts	24	Jan. 22 & 29, Feb. 19, March 12, April 2, 9, 23, 30	
HRM in the news #1	5	Feb. 5	
Quiz #1	20	Feb. 12	
Job Analysis Exercise	28	Feb. 26	
HRM in the news #2	5	March 5	
Midterm exam	30	March 19	
Quiz #2	20	April 16	
HRM Project	28	May 7	
Final exam	40	May 12	
Total	200		

A 100-94
A- 93-90
B+ 89-87
B 86-83
B- 82-80
C+ 79-77
C 76-73
C- 72-70
D+ 69-66
D 65-60
F 59- 0

5. Weekly Assignments

While the goals of staffing, training, development, and forecasting human capital needs are similar in public service or in business, the context within which the work is done and the expectations of performance differ dramatically. Each week's material emphasizes the publicness of HRM in public service organizations. In government, merit system employment is essential to ensure the ship of state continues to sail despite political cycles. And democracy requires a representative workforce committed to running a constitution.

Calendar of Topics, Readings and Assignments			
Module 1 1/17-22	INTRODUCTION TO HUMAN RESOURCE MANAGEMENT IN PUBLIC SERVICE Learning Objectives <ol style="list-style-type: none"> 1. The importance of HRM for government and nonprofit organizations 2. The core functions and structure of HRM 3. A brief introduction to the difference between HRM in government and nonprofits 	Watch, Read & Study Module 1 Video Guy & Sowa, Preface and Chapter 1 Module 1 slides	Graded item Discussion: Introduce yourself to your classmates: Are you an MPA or BAPA student? Do you have experience working in public service? In HR? What do you hope to learn in this course? What did you learn from watching the Service to America medals? Access the week's discussion in Module 1
Module 2 1/23-29	STRATEGIC HUMAN RESOURCE MANAGEMENT Learning Objectives <ol style="list-style-type: none"> 1. How adopting a strategic approach to HRM improves the performance of government and nonprofit organizations 2. How to connect human resources to the larger strategic goals of government and nonprofits 3. Workforce planning 	Watch, Read & Study Module 2 Video Guy & Sowa, Chapter 2 <i>Dirty Work</i> , Introduction Module 2 slides	Graded item Discussion: After watching videos and slides and reading chapters, access the week's discussion in Module 2.

Module 3 1/30-2/5	<p>MERIT SYSTEM PRINCIPLES AND PRACTICES</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. History of merit systems in the United States 2. Merit system principles and values behind them 3. Prohibited personnel practices in government and values behind them 	<p>Watch, Read & Study</p> <p>Module 3 Video</p> <p>Guy & Sowa, Chapter 3</p> <p><i>Dirty Work</i>, Chapter 1</p> <p>Module 3 slides</p>	<p>Graded item</p> <p>HRM in the News #1</p> <p>Access instructions for posting in Module 3</p>
Module 4 2/6-12	<p>HRM IN NONPROFIT ORGANIZATIONS</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. About nonprofit organizations and the nonprofit sector 2. Differences between nonprofits and government and how this affects HRM 3. The role of volunteers as part of the human capital complement of nonprofits 	<p>Watch, Read & Study</p> <p>Module 4 Video</p> <p>Guy & Sowa, Chapter 4</p> <p><i>Dirty Work</i>, Chapter 2</p> <p>Module 4 slides</p>	<p>Graded item</p> <p>QUIZ #1</p> <p>Access the quiz in module 4</p>
Module 5 2/13-19	<p>HR FUNCTIONS: JOB DESIGN, ANALYSIS, AND DESCRIPTIONS</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Importance of job design and how to conduct a job analysis 2. How jobs are structured 3. Importance of job descriptions 	<p>Watch, Read & Study</p> <p>Module 5 Video</p> <p>Guy & Sowa, Chapter 5</p> <p><i>Dirty Work</i>, Chapter 3</p> <p>Module 5 slides</p>	<p>Graded item</p> <p>Threaded Discussion: Tell who you are interviewing for the Job Analysis exercise and what their job title is? Why did you select them?</p> <p>Access instructions for posting in Module 5</p>

<p>Module 6</p> <p>2/20-26</p>	<p>HR FUNCTIONS: RECRUITMENT AND SELECTION</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Choices to make when recruiting new employees, including where and how to recruit 2. Choices to make when hiring new employees, including selection methods 3. How to examine recruitment and selection methods to ensure compliance with the law and a deep and diverse pool of qualified applicants 	<p>Watch, Read & Study</p> <p>Module 6 Video</p> <p>Guy & Sowa, Chapter 6</p> <p><i>Dirty Work</i>, Chapter 4</p> <p>Module 6 slides</p>	<p>Graded item</p> <p>Submit job analysis by 11:59pm, Feb. 26.</p> <p>Instructions for submitting are in Module 6</p>
<p>Module 7</p> <p>2/27-3/5</p>	<p>HR FUNCTIONS: COMPENSATION AND BENEFITS</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. Understanding compensation philosophy 2. Different compensation methods 3. Mandatory and discretionary benefits 	<p>Watch, Read & Study</p> <p>Module 7 Video</p> <p>Guy & Sowa, Chapter 7</p> <p><i>Dirty Work</i>, Chapter 5</p> <p>Module 7 slides</p>	<p>Graded item</p> <p>HRM in the News #2</p> <p>Instructions for submitting are in Module 7</p>
<p>Module 8</p> <p>3/6-12</p>	<p>HR FUNCTIONS: TRAINING, DEVELOPING, AND RETAINING</p> <p>Learning Objectives</p> <ol style="list-style-type: none"> 1. The difference between training and development 2. Different methods of training and development 3. Importance of retaining high performing employees 	<p>Watch, Read & Study</p> <p>Module 8 Video</p> <p>Guy & Sowa, Chapter 8</p> <p><i>Dirty Work</i>, Chapter 6</p> <p>Module 8 slides</p>	<p>Graded item</p> <p>Threaded Discussion: After watching videos and slides and reading chapters, access the week's discussion in Module 8.</p>

Module 9 3/13-19	HR FUNCTIONS: PERFORMANCE MANAGEMENT Learning Objectives <ol style="list-style-type: none"> 1. Importance of understanding performance management as a systematic, continuous learning process 2. Challenges that arise when evaluating performance 3. Different performance evaluation methods 	Watch, Read & Study Module 9 Video Guy & Sowa, Chapter 9 <i>Dirty Work</i> , Chapter 7 Module 9 slides	MIDTERM EXAM Instructions for accessing and submitting are in Module 9
3/20-26	SPRING BREAK		
Module 10 3/27-4/2	LABOR RELATIONS AND COLLECTIVE BARGAINING Learning Objectives <ol style="list-style-type: none"> 1. History of labor relations in government and nonprofits 2. Arguments for and against unions in public service 3. The collective bargaining process 	Watch, Read & Study Module 10 Video Guy & Sowa, Chapter 10 <i>Dirty Work</i> , Chapter 8 Module 10 slides	Graded item Threaded Discussion: Tell what HR manager you will interview and why you selected them Instructions for accessing the discussion are in Module 10
Module 11 4/3-9	FAIR AND INCLUSIVE PUBLIC SERVICE WORKPLACES Learning Objectives <ol style="list-style-type: none"> 1. Why fairness, equity, and justice are critical for employee well-being and organizational performance 2. Components of a fair and inclusive workplace 3. Diverse workplaces and challenges to building an inclusive workplace 	Watch, Read & Study Module 11 Video Guy & Sowa, Chapter 11 <i>Dirty Work</i> , Chapter 9 and Epilogue Module 11 slides	Graded item Threaded discussion: After watching videos and slides and reading chapters, access the week's discussions in Module 11. Discuss your takeaways from <i>Dirty Work</i> : How does your study of HRM inform your thoughts about the cases described in <i>Dirty Work</i> ? How do labor policies and practices contribute to the inequities encountered in the cases?

Module 12 4/10-16	WORKPLACE SAFETY Learning Objectives <ol style="list-style-type: none"> 1. What is workplace safety and what are some hazards in the workplace 2. Importance of risk management 3. How to address workplace safety and the role of employee assistance programs 	Watch, Read & Study Module 12 Video Guy & Sowa, Chapter 12 Module 12 slides	Graded item <p style="text-align: center;">Quiz #2</p> Instructions for accessing the quiz are in Module 12
Module 13 4/17-23	BUILDING AN EFFECTIVE, HEALTHY, AND EQUITABLE WORKPLACE: WORK/LIFE BALANCE Learning Objectives <ol style="list-style-type: none"> 1. Why attention to work-life balance is important to well-being of the workforce 2. Arguments for work/life (W/L) balance programs 3. Different examples of W/L programs and considerations for managers and employees 	Watch, Read & Study Module 13 Video Guy & Sowa, Chapter 13 Module 13 slides	Graded item Threaded discussion: After watching video and slides and reading chapters, access the week's discussion in Module 13.
Module 14 4/24-30	FUTURE OF HRM IN PUBLIC SERVICE: REFORMS AND INNOVATIONS IN PUBLIC SERVICE HRM Learning Objectives <ol style="list-style-type: none"> 1. Current reform trends influencing government and nonprofit HRM 2. Innovations in HRM 3. How to think about reforms 	Watch, Read & Study Module 14 Video Guy & Sowa, Chapter 14 Module 14 slides	Graded item Threaded discussion: Tell what you are learning from your interview with an HR manager. How does this relate to your course readings? Instructions for accessing the discussion are in Module 14

Module 15 5/1-7	LOOKING TOWARD THE FUTURE OF HRM IN PUBLIC SERVICE ORGANIZATIONS Learning Objectives <ol style="list-style-type: none"> 1. Review of material 2. What belongs in the employee handbook? 3. What changes are on the horizon for public service workforces? 4. The importance of HR and leadership in producing public value 	Watch, Read & Study Module 15 Video Guy & Sowa, Chapter 15 Module 15 slides	Graded item HRM Project due by 11:59PM, MST, May 9 Instructions for submitting are in Module 15
Exams 5/8-12			FINAL EXAM Submit by 11:59 pm, May 12 Instructions for accessing and submitting are in Final Exam Module

6. Information About Threaded Discussions

The purpose of discussions is for you to become comfortable discussing HR issues and to learn from the perspectives of your classmates. Use what you are learning in your course material to inform your posts. The more you participate, the more knowledge is shared, and the more everyone learns. Online discussions are similar to in-class discussions, with several advantages:

- a) You do not have to worry about being interrupted
- b) You have time to consult your resources
- c) You can craft your post and replies to others with careful thought and deliberation

Exercise Critical Thinking: As you analyze cases and engage in discussion posts: 1) ask questions and be willing to wonder; 2) define terms; 3) examine the evidence; 4) analyze assumptions and biases; 5) acknowledge complexity and resist the urge to oversimplify; 6) consider other interpretations; 7) examine your feelings about the subject; and 8) tolerate uncertainty and ambiguity.

Do not wait until Sunday night to do your initial post; post early enough that others have time to think about your post and respond. Make your initial post no later than Thursday and make at least two responses to peers.

To earn full credit on the threaded discussions, you must go beyond the minimum.

Grading Rubric for 3-Point Threaded Discussions	
POINTS	SKILLS
3	Demonstrates understanding of key concepts; critiques ideas of others; stimulates discussion with significant back and forth dialogue; connects to the course material and provides citations to support opinions; offers new interpretations of discussion material. Ideas are expressed clearly and concisely. Contributions are posted throughout the week.
2	Shows evidence of understanding most concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in supporting opinions. Only posts in the final day or two. Wording may be unclear or lack focus; syntax errors garble the message.
1-0	A minimal posting of material. Shows little understanding of material. Posts are made in final hours of the discussion.

7. Public Service HRM in the News

This is a current events feature that connects class materials to practice. The purpose is to make you aware of the range of issues that arise in public service employment.

Instructions:

Review newsfeeds to identify stories about HRM, employment in government and nonprofit organizations, labor law, workforce dynamics, compensation and benefits, collective bargaining, workplace violence, inclusion-diversity-equity-accessibility initiatives, or other HR-related matters.

Post two stories, one in Module 3 and the other in Module 6. When posting your stories, include

- a) two sentences on why the story is interesting,
- b) one question raised by the story for you,
- c) the cite or url for the story, and
- d) tell how this news item aligns (or challenges) course material.
- e) Once you post your news item, watch for posts by your classmates and engage in discussions about them.

8. Job Analysis Exercise

Job analysis is a critical HR function. It forms the foundation for job descriptions, compensation, training, and performance evaluations. Your job analysis will result in a paper that lists the job title, job responsibilities, and thorough description of job duties. From this you will write a job description for the position.

Your report will include a description of the job analysis (job title, job responsibilities, and duty statements) and the job description. There is no page limit for this assignment, although you will probably be able to complete the report in 5 to 10 pages. Carefully proofread your report before submitting it.

Step 1: Select a government or nonprofit employee to interview. This person can be a fellow worker in your current organization, a previous co-worker, or a friend or fellow student. Your task is to interview the person and learn detailed information about the duties they perform in their job.

Step 2: Conduct the interview and ask for their **job title**. Then ask for specific, detailed information about their **responsibilities**. The number of major job responsibilities will vary based on the position, with most having between three to six.

Step 3: For each responsibility, learn the **duties**/tasks they perform. It is important that you listen carefully for specific information because it is through the duties that you will come to understand critical job functions and requirements.

Step 4: After listing major job responsibilities, **develop 5-6 duty statements** (these duty statements may cluster in different ways across responsibilities (e.g., you may have two for one responsibility and one for the others). Duty statements should focus on daily, recurring duties of the position, not incidental or one-time duties. Job duties are **identifiable components** of the work assignment, described in one to three sentences. The statements should be outcome-based. There will be about **5-6 duty statements total, not per job responsibility**. Make sure to order these duties in terms of their importance for the job.

Use the following as a guide to prepare the duty statements:

Duty Statement 1:_	[overall summary statement of the duty]
Activity (what):	[list what is done]
Results (why):	[list intended results]
Process (how):	[tell how activities are performed]
KSAs:	[list required knowledge, skills, & abilities]
Supervision needed:	[tell how much supervision is required]
Working conditions:	[tell whether work is indoors, outdoors, foul weather, irregular hours]

Step 5: As shown above, when writing your report, report each duty statement as a sort of hierarchy, with information about what tasks are performed, why they are performed, how they are performed, and the knowledge, skills, and abilities required to perform them. Additionally, the working conditions should also be specified because this matters for the job description.

Based on the duty statements, use the information to create an accurate *job description*. The end result of **job analysis is the creation of a job description, which is used for recruitment, selection, testing, and performance evaluation**. The job description describes the responsibilities and duties performed, knowledge, skills, and abilities required to perform the duties, and the conditions in which the work takes place. It is used to set a value on the job in terms of salary range.

9. Human Resource Manager Project

Whom to select?

Select someone who holds a management position in the HR department at a government or nonprofit organization. It is preferable that you interview a senior manager because the more experience the manager has, the more experiences they will be able to tell you about. Before you hold the interview, make sure you have learned enough to be able to frame thoughtful questions. The purpose of this project is for you to learn directly from practicing HR managers.

How to conduct the interview?

Send an email and introduce yourself, explaining the project, which is to interview a human resource manager who works in a public service organization. The purpose of the interview is to learn about the job itself, the challenges involved and the opportunities. Ask if the person is willing to grant an interview by phone, zoom, or in person. If you wish to record the interview, be certain to ask permission.

Develop interview questions ahead of time. Send them to your interviewee in advance to give time for reflection. Focus your questions on the person's background, nature of their work, what a typical day involves, challenges and opportunities they experience, their own career ladder, and insights into HRM.

Ask open-ended questions and listen attentively to the answers. Refrain from taking notes during the interview as much as possible. Immediately following the interview, write down every comment you can remember. These private notes will help you as you reconstruct the interview.

What to include in written report? Your paper will have three parts and a one-page appendix:

Part I. Summary of the Person's Career (about 3 to 4 pages)

The written report is to be a formal paper providing facts of the person's work and experiences in human resource management. Tell the person's job duties, and the career path that brought them to their current job. Describe the public service values that arose during your interview. Your discussion should reveal the turning points that have made a difference in the person's career.

Part II. How the Career Relates to Course Material (about 3 to 4 pages)

Integrate what you have learned about HRM from your course readings as you interpret how your interviewee describes their career, challenges, opportunities, and perceptions of public service.

Part III. Lessons for Yourself (about 2 to 3 pages)

Following Parts I and II, close your paper by telling what you have learned about HRM based on this exercise. Contrast the personal values, skills, and interests of your subject with your own values, skills, and interests. Discuss how you are similar and how you differ from the interviewee.

Appendix (1 page): Attach the list of questions that you asked in your interview.

Approximate length? The written report will be about 8 - 10 pages, double spaced, 12 point type.

Citations: Use APA style to cite references. Here is an example of how to cite journal articles:

Espy, L. D., & Guy, M. E. (2017). Maybe it IS rocket science: How *The Martian* reflects Gulick's "Notes on the theory of organization." *Administrative Theory & Praxis*, 39(3), 193-205.

Here are examples for how to cite books:

Guy, M. E., & Sowa, J. E. (2022). *Human resource essentials for public service: People, process, performance*. Melvin & Leigh Publ.

Press, E. (2021). *Dirty work: Essential jobs and the hidden toll of inequality in America*. Picador.

Scoring: Your HRM project will be graded this way:

Interview questions	=	2
Description of the person's career and personal attributes	=	6
Analysis of how the person's HR experience relates to readings	=	9
Analysis of the interview as it relates to your career goals	=	6
Style, syntax, format	=	5
Total		28 points

Grading Rubric for HR Manager Project
Introduction: The paper has an introduction that establishes the person interviewed and the reason you selected this person.
Body: The discussion moves from describing the person's career to key points that arose during the interview. Then it connects key elements in the interview to your course readings. Then it compares what you learned during the interview to your own goals and interests. The paper flows logically and there is both description and analysis.
Coverage of Content: The content is covered in depth without being redundant. The paper covers the main points in appropriate detail. The discussion includes analysis and critique of the interview along with your own introspection about your career goals and similarities or dissimilarities with the interviewee.
Organization and Clarity of Writing: The paper has a clear introduction, main body with major points, and a conclusion. Writing is crisp, clear, and succinct. Sentence structure is correct and non-sexist language is used.
Conclusion: It summarizes key points and connects to the introduction.
Interview Protocol: Questions asked in the interview are thorough and reflect a good understanding of human resource management.
Connection to Class Material: Use of class material supports the analysis; supporting material is connected to the points made.

10. Quizzes, Midterm, and Final Exam

Quizzes: Their primary purpose is as a learning tool for you. You may consult course materials as you complete the quiz. Research shows that retrieving information and using it leads to longer retention. The secondary purpose is to assess student learning and make adjustments if material is not well understood. Quizzes will strengthen your learning.

Midterm exam: This exam will assess everything you have learned thus far. It is an open-book exam and you may review materials as you complete the exam but you are on your honor not to consult with classmates. Show what you know, not what your classmates know.

Final exam: This exam will be comprehensive, covering all material in the course. You may consult course materials as you complete it but you are on your honor not to consult with classmates. Show what you know, now what your classmates know.

11. TEAR OFF SHEET -- Print page and keep track of your work

Module	Dates	Tasks
1	1/17-22	<ul style="list-style-type: none"> ✓ Familiarize yourself with class & Canvas coursesite ✓ Watch video, slides, and complete week's readings ✓ Post this week's discussion
2	1/23-29	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Post this week's threaded discussion
3	1/30-2/5	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Post HRM in the News #1
4	2/6-12	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Start working on job analysis assignment ✓ Quiz #1
5	2/13-19	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Continue working on Job Analysis Assignment ✓ Post this week's discussion
6	2/20-26	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Submit job analysis report
7	2/27-3/5	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Post HRM in the News #2
8	3/6-12	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Post this week's discussion
9	3/13-19	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Midterm Exam
Spring Break	3/20-26	
10	3/27-4/2	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Start working on HRM project ✓ Post this week's discussion
11	4/3-9	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Post this week's discussion ✓ Continue working on HRM project
12	4/10-16	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Continue working on HRM project ✓ Quiz #2
13	4/17-23	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Post this week's discussion ✓ Continue working on HRM project
14	4/24-30	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Post this week's discussion ✓ Continue working on HRM project
15	5/1-7	<ul style="list-style-type: none"> ✓ Watch video, slides, and complete week's readings ✓ Submit HRM Project ✓ Review all course material
16	5/8-12	<ul style="list-style-type: none"> ✓ Final Exam