

Human Resource Management

Fall 2024

Lachezar "Lucky" Anguelov

anguelol@evergreen.edu

360-867-6636

Lab I, room 3005

Class Meetings:

Mondays 6:00pm-8:50pm, Sept. 30 – Dec. 9

Class Location:

SEM 2 E1107

The Evergreen State College COVID policies – Fall 2024

Health and Well-Being are central to student success, and at Evergreen we are committed to creating and maintaining a learning and working environment that is healthy, accessible, and equitable. Please visit [The Evergreen State College COVID policies page for up to date information](#).

If you have questions or concerns please contact your faculty. If you wish to report a covid safety issue contact covid@evergreen.edu.

Course Description: People are one of the most important assets critical to the functions of contemporary government. The effective management of personnel in public agencies requires investing in these assets so that the organizations can accomplish their missions. In the public sector, personnel management requires working within the confines of law to provide a diverse and motivated workforce that is effective and fair in the implementation of policies. Civil servants are vital organizational assets and public personnel management is a key tool for holding these civil servants accountable for serving the public interest. Contemporary public personnel management is situated in a politicized environment that requires managing the tensions between merit and patronage. In addition, public personnel management takes place both within organizations, as well as outside traditional organizational boundaries. Managing within these complex human systems is a crucial task for today's public leaders.

In this class we will examine the context in which public personnel management is administered and an explore core functions and activities. Case studies and exercises will be used to highlight the tensions, responsibilities, and tasks of personnel management. Students will complete the course with an understanding of the political context of public personnel management, its strategic importance to mission accomplishment, and the interrelatedness of the core functions.

Learning objectives and student competencies:

1. Acquire an understanding of human resource policy and procedure.

2. Develop essential skills for managing human resources and systems in today's diverse governance environment.
3. Be able to communicate and interact productively with a diverse and changing workforce while serving communities.
4. Be able to understand basic rules and procedures in public personnel decisions and be able to apply theoretical and analytical tools to real world situations.
5. Be able to understand and analyze key systems impacting strategic human resource management.

Required Readings

Books: ****The books are available as FREE ebooks through The Evergreen State College Library****

Pynes, Joan E. 2013. *Human Resources Management for Public and Nonprofit Organizations*, 4th edition. San Francisco, CA: Jossey-Bass.

Riccucci, N. M. (2021). *Managing diversity in public sector workforces*. Routledge.

Other Suggested Readings**

Guy, Mary E., and Jessica Sowa (2022). *Human Resource Essentials for Public Service: People, Process, Performance*. Melvin & Leigh Publishers. **You do not need to purchase this text to successfully complete the course!**

**Readings will also be posted on the course Canvas site.

Fall 2024 Schedule (Faculty may alter schedule and reading assignments)

DATE	TOPIC	REQUIRED READINGS
Week 1 Sept. 30	Overview & Context of Human Resource Management	Pynes, Chapter 1 Riccucci, Chapter 1
Week 2 Oct. 7	Planning and Strategic Management in Human Systems	Pynes, Chapter 2 Riccucci, Chapter 3
Week 3 Oct. 14	Laws of Employment Assignment 1: Workforce planning assignment	Pynes, Chapter 3 Riccucci, Chapter 2
Week 4 Oct. 21	Managing Diverse Workforces	Pynes, Chapter 4 Riccucci Chapters 4-9
Week 5 Oct. 28	Analysis and Recruitment in Human Systems Assignment 2, Part I: Job analysis and job descriptions	Pynes, Chapters 5 & 6
Week 6 Nov. 4	Compensation Assignment 2, Part II: Job analysis and job descriptions	Pynes, Chapters 7 & 8

Week 7 Nov. 11 NO CLASS	Training, Development, and Evaluating Performance	Pynes, Chapters 9 & 10
Week 8 Nov. 18	Relationships: Labor and Management Assignment 3: Job evaluation	Pynes, Chapter 11
Nov. 25 – Dec. 1 NO CLASS	Thanksgiving break	
Week 9 Dec. 2	Volunteers, Partnerships, privatization, and the future Assignment 4: Designing rating scales	Pynes, Chapters 12
Week 10 Dec. 9	Challenges and opportunities for the future of public organizations	Riccucci, Chapter 10 Pynes, Chapter 13

Student Assignments / Basis of Evaluation

1. **Participation, attendance, & homework** – Students must attend class sessions having completed the readings and prepared to fully participate in class discussions and workshops. Students are expected to fully engage in discussions, presentations, exercises, and learn from them. If you are unable to attend the class sessions, please discuss this with the instructor to find a way to make up the work.
2. **Assignment # 1: Workforce planning.** Students will develop a strategy for workforce transition in an organization of their choice. To do so, students will conduct (1) supply analysis (current workforce profile), (2) demand analysis (future workforce profile), and (3) gap analysis (identify shortages and surpluses in staffing and skills levels needed to meet future functional requirements).
3. **Assignment # 2: Job analysis and job description.** This is a two part assignment where students first conduct a job analysis of a position they are familiar. Subsequently, students (incumbents) will be interviewed by peers who will write a job description based on the two-stage job analysis.
4. **Assignment # 3: Job evaluation.** Individually (or in groups) students will assume the role of hired consultants conducting a compensation study for an organization. Students (teams) will rate jobs based on a point system, and provide rationale for the ratings. Students (teams) will report the results from their compensation study and outline the rationale behind the salary determinants.
5. **Assignment #4: Designing rating scales.** Students will design Behaviorally Anchored Rating Scale (BARS) and Management by Objectives (MBO) Rating Scale for a specific position.

Course Policies

Format: Unless otherwise noted, all written assignments should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style <http://www.apastyle.org/learn/index.aspx> Purdue Writing & Grammar Guide <http://owl.english.purdue.edu/>] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Participation and attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class. After one absence per quarter (4 hours), make-up work may be assigned at faculty discretion, case-by-case. Makeup work must be completed by the deadline assigned to ensure full receipt of course credit. After three absences (12 hours) students may be denied full credit. After reoccurring weekly absences (missing an hour of class week to week) students may be denied full credit. Finally, if students do miss a class, they are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late assignments: Turning in assignments late is unacceptable. However, if there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty no later than the original assignment due date to discuss options. Parameters are left to the discretion of the faculty on a situation-by-situation basis. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive four graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: A written self-evaluation and faculty evaluation are required each quarter for credit. All final evaluations are to be submitted via my.evergreen.edu. Evaluation conferences may occur in-person or over the phone.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity are defined as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the virtual classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones during our online sessions are not an appropriate use of class time. Consult your faculty to discuss technology use and learning style options.

Artificial Intelligence (AI) Use: Please be aware that including material generated by an artificial intelligence (AI) tools in work turned in for academic credit without appropriate citation or attribution is considered to be academic dishonesty. Using generative AI tools to substantially complete assignments is not permitted. Please acknowledge the use of generative AI if used and use APA citation for

acknowledging and citing AI. Default to disclosing assistance when in doubt. Please discuss with faculty if you have any questions regarding use of AI.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services, the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations to effectively participate in this class, please do the following: **Contact Access Services to receive a letter of accommodation prior to the start of class.** Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Conduct & Conflict Resolution: Please refer to the MPA Student Handbook

Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the social contract: WAC 174-121-010 College philosophy.

We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process:
<http://www.evergreen.edu/studentaffairs/student-conduct>

We will abide by the non-discrimination policies and procedures at TESC

Guest policy: Guests are welcome to visit our learning community during our virtual class time and seminar meetings *with approval from course faculty in advance of each requested visit*. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval.

Prospective students may visit one class meeting of first year Core without advance faculty approval but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Inclement Weather: In the event of bad weather or emergencies students should check for announcements of campus closures or service disruptions that might prevent our online class sessions. Students can call the main campus line 360-867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to still hold class virtually or may cancel a class meeting even if campus is open if there are substantial regional internet service disruptions. Faculty will do their best to provide information to students in the event of an online class cancelation; including sending an all-class email

prior to the start of class and posting notice on our Canvas site. Students are responsible for checking email and ensuring viable online access options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly – minimally once each weekday and weekend.

Use of Student Work Posted to Canvas: Students post their work to an online learning platform known as “canvas”. Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording: No audio or video recording may occur during class without the informed and voluntary consent of the students and faculty involved.