

# PADM 525

## Human Resources Management in the Public Sector

*Thursday (6:30 pm – 9:00 pm)*

*Location TBD*

### **Faculty Information**

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**Name:** Paul Musgraves, MBA

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**Office hours:** TBD

### **Purpose of a Syllabus**

*A syllabus is meant to serve as a guide to students and represents an agreement between the instructor and students. You should use this syllabus to engage with the course. I have set up the syllabus to help you manage the course work while establishing my expectations and boundaries for this course.*

### **Land Acknowledgement**

*Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico - Pueblo, Navajo, and Apache - since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.*

### **Statement of Inclusion**

*UNM campuses – from classrooms to communal spaces, from events to ethos – are inherently inclusive, accessible and readily accommodating to all students, staff, faculty, administration, and community members, inclusive of race, ethnicity, gender, sexual orientation, gender identity and expression (SOGIE), religion, first-generation college status, ability/disability status, and all other categories/identities.*

**Statement Acknowledging the Labor and Sacrifices of Black Americans**

*At UNM, we respectfully acknowledge the traumatic history of forced labor of Black Americans who have advanced our country. We are indebted to the enslaved and exploited African Americans who established our U.S. infrastructure and economy, advanced civil rights, and continue to influence popular culture. We are obligated to continuously recognize historic and current systemic oppression and injustices placed on Black Americans. We are grateful to their ancestors; for without them we would not be where we are today.*

**Subject to Change Notice**

*All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with me, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.*

**Working with Difficult Content**

*This class works with content and material that some may find difficult. The course could deal with many controversial social issues, just like real-life work and leadership in the public sphere. Some media, texts, readings, and topics discussed could be seen as racist, sexist, homophobic, transphobic, misogynistic, or otherwise disagreeable. My intent is not to sanction a particular view. Instead, I champion reasonable, knowledgeable, and respectful discussion and debate about issues, often from multiple perspectives. If something goes too far for you, see me about strategies for coping with that moment, discussion, or assignment. Feel free to remove yourself from class or discussions where you anticipate discomfort. You still are responsible for any material you miss. Much like the Civility in the Classroom statement's purpose, this policy aims to maintain an environment that helps you learn. I hope you can draw some comfort from this policy when our discussions push past your comfort zone. This policy covers all our course-related meetings, whether face-to-face or online.*

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## Course Information

This course will provide a survey of human resources management principles and practices in public sector organizations.

What Will I Learn?	
<i>Learning Objectives</i>	<i>Course Component(s)</i>
<i>Learning Goal #1: Upon successful completion of this course, you will be able to explain the major elements of human resource management, including policies, practices, and historical changes</i>	
Learning Objective 1.1: Identify the components of HRM operations.	<ul style="list-style-type: none"> <li>● Class preparation materials</li> <li>● Weekly Reading Logs</li> <li>● Analysis Assignments</li> </ul>
Learning Objective 1.2: Explain the environmental conditions that impact HRM practices.	<ul style="list-style-type: none"> <li>● Class preparation materials</li> <li>● Weekly Reading Logs</li> <li>● Analysis Assignments</li> </ul>
Learning Objective 1.3: Demonstrate an understanding of the different historical evolutions related to HRM operations and practices.	<ul style="list-style-type: none"> <li>● Class preparation materials</li> <li>● Weekly Reading Logs</li> </ul>
<i>Learning Goal #2: Upon successful completion of this course, you will be able to critically analyze organizations' current HRM methods and practices.</i>	
Learning Objective 2.1: Explain how an HR manager implements different HRM methods and functions (including, but not limited to job analysis, recruitment and selection, performance evaluation, compensation, training, etc.) to build healthy workplaces.	<ul style="list-style-type: none"> <li>● Class preparation materials</li> <li>● Weekly Reading Logs</li> <li>● Analysis Assignments</li> </ul>
Learning Objective 2.2: Evaluate the factors (individual, team, organizational, and environmental) that influence healthy workplace behaviors.	<ul style="list-style-type: none"> <li>● Class preparation materials</li> <li>● Weekly Reading Logs</li> <li>● Analysis Assignments</li> </ul>
Learning Objective 2.3: Describe the current and historical context of and challenges related to labor-management relations.	<ul style="list-style-type: none"> <li>● Class preparation materials</li> <li>● Weekly Reading Logs</li> </ul>
Learning Objective 2.4: Appraise the need for and best practices related to workplace belonging and inclusion efforts.	<ul style="list-style-type: none"> <li>● Class preparation materials</li> <li>● Weekly Reading Logs</li> <li>● Analysis Assignments</li> </ul>
Learning Objective 2.5: Determine the effectiveness of a real-world organization's HRM methods and functions.	<ul style="list-style-type: none"> <li>● Class preparation materials</li> <li>● Analysis Assignments</li> </ul>

<i>Learning Goal #3: Upon successful completion of this course, you will demonstrate the ability to apply a public service perspective to the different components of HRM.</i>	
Learning Objective 3.1: Apply your understanding of HRM practices and operations to the public service context.	<ul style="list-style-type: none"><li>● Class preparation materials</li><li>● Analysis Assignments</li></ul>
Learning Objective 3.2: Identify the relationship between HRM operational requirements, public policy, and social equity.	<ul style="list-style-type: none"><li>● Class preparation materials</li><li>● Weekly Reading Logs</li><li>● Analysis Assignments</li></ul>
Learning Objective 3.3: Discover the importance of ethics in HRM practices, decision making, and operations.	<ul style="list-style-type: none"><li>● Class preparation materials</li><li>● Weekly Reading Logs</li><li>● Academic integrity tutorial</li></ul>

### Course Materials

#### *Textbook*

- Guy, M.E., and Sowa, J.E., (2022). Human Resource Essentials for Human Service: People, Process, Performance. (1st Edition). Melvin & Leigh. **{Required}**

#### *Online Materials*

- Additional materials for each week will be available on Canvas.

**Need Help?** If you need help with technical issues, you should contact UNM IT for help. Click on this link for more information: <https://it.unm.edu/support/>.

### Workload Expectations

Students who successfully complete this course will receive three credit-hours. Our class meets for one (1) 150-minute session of direct instruction each week during the semester as outlined in the course schedule below. You are expected to complete a minimum of six (6) hours of out-of-class work each week, which includes, but is not limited to completing assignments, preparing for class as outlined in this syllabus, and engaging in personal study.

## Engaging in the Course

### Communication

**Look for the answer first.** When questions arise during the course of this class, please remember to check these three sources for an answer: (a) the course syllabus, (b) Canvas announcements, and (c) the Q & A Canvas discussion thread.

**Where to post your questions.** If you cannot find an answer to your question, and it is a question of a *general nature* (such as clarification on an assignment, or where to find something in Canvas, for example) please post your question to the Q & A discussion thread. This discussion thread can display your questions and answers for the benefit of all students. Students can answer each other's questions here, too. I will post answers on the Q & A discussion thread within **1-2 business days**. For questions of a personal nature, email me directly. Allow between **1-2 business days** for replies to direct emails.

I am happy to respect all students who choose to use an alternate, chosen name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. You can change your displayed name in some UNM systems including Canvas.

### Email

UNM email is an official means of communication among students, faculty, and staff. You are expected to read and act upon email in a timely fashion. You bear the responsibility of missed messages and should check your UNM-assigned email regularly. ***All official correspondence for this class will be sent to your UNM email account or posted to Canvas. Please ensure Canvas notifications are being sent to your email as I rely on Canvas announcements to communicate about deadlines, course materials, etc.***

### Attendance and Accommodation of Excused Absences

You are expected to attend all class meetings. A student with excessive absences may be dropped from a course (with a grade of W) or receive a grade of F at the end of the semester. Absences due to illness, or to authorized University activity such as field trips, athletic trips, etc., should be reported to me. The reporting of absences does not relieve you of responsibility for missed assignments, exams, etc. **You are expected to take the initiative in arranging to make up missed work.**

***Excused absences*** for classes will be given without penalty to the grade in the case of any of the following six reasons: (1) University-sanctioned and/or university-approved activities; (2) religious holidays; (3) military work performed in the line-of-duty; (4) jury duty or similar governmental obligation (a copy of the summons or other official paperwork must be provided); (5) illness, quarantine or self-isolation related to illness; and (6) family death or emergency. When any of the first four reasons conflict with class meeting times, you are responsible for informing the professor of the reason for the absence **at least one week in advance of the absence.** Excused absences do not relieve you from responsibility for any part of the course work required during the period of absence. I will provide accommodations that *may* include participation in classes remotely, access to recordings of class activities, or make-up work.

*Updated Fall 2023*

Failure to notify me a week in advance may result in grading penalties. Absences for illness, quarantine, or self-isolation related to illness or a family emergency should be communicated as soon as possible (by emailing me at [mallgood@unm.edu](mailto:mallgood@unm.edu)).

## Assignments and Evaluation Procedures

### Ungrading

Ungrading requires much more engagement and dedication on the part of both student and instructor. Learning is an individual process that requires personal commitment, effort and accountability. As learning is individual, it is important to me to recognize your individual effort and growth while providing feedback on your work. Grading in this class centers on the concept of ungrading. I focus my class around four core elements of learning: preparation, participation, application, and reflection.

Ungrading allows me to focus more on providing feedback, which facilitates improvement and encourages learning. Ungrading removes some student (and instructor!) anxiety and asks you to choose to become a rigorous participant in your learning. Ungrading moves away from the extrinsic motivation to focus more on intrinsic motivation to learn and focuses more on applying course content. Throughout the semester, I will ask you to share your response to my feedback, course assignments and content, and peer feedback.

Ungrading **does not mean you do not participate** in the learning process. **You can fail this course if you do not follow the instructions outlined in this syllabus and on Canvas.** It is your responsibility to reflect on your performance on assignments and adhere to deadlines. Please review the individual assignments for ungrading criteria. Feedback and scores for assignments will be available via the Gradebook on Canvas. Feedback on assignments will be available within 5-7 business days of the due date via the Gradebook.

I determine final grades by relying on your self-evaluations, examining the improvement in your assigned work, the penalties incurred through the semester, and by the discussion we have during our one-on-one at the end of class. **Please note: I reserve the right to change grades as appropriate.**

Ungrading should mirror practices found in the workplace and allow you to not only take responsibility for your work, but assess your performance. If this process is overwhelming or you need additional support in completing the ungrading process, please contact me as soon as possible to set up a time to talk. This process may be uncomfortable and challenging, but my hope is you will be able to move beyond remembering course content into creating, evaluating, and analyzing the course material. Please give yourself the space to try hard things, fail *and try again*, and learn something new.

### Submitting Assignments and Late Work

All assignments, unless otherwise announced, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

### Course Deadlines

Course deadlines are here to help you succeed. Deadlines are a way to help you balance the demands on your time (work/school/family/friends/etc.) and engage in time management and help me provide feedback in a timely/helpful way. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval from me is provided or as allowed by University policy (see below). All assignments are due **by 11:59 pm** on the date listed. This



requirement means you should plan on turning in your assignment **before 11:59 pm** as Canvas takes a few minutes to upload documents.

**No late work will be accepted.** All assignments not submitted by the due date shown on the syllabus will result in an automatic grade of "0" unless you have made prior arrangements with me. If you know that you will have an issue in advance for why you will be unable to meet a specific deadline, **please contact me in advance of the deadline.** If appropriate, I will consider making an accommodation. *Note on extra credit: Please do not ask for extra credit. Although an extra credit assignment may be offered to the whole class for attending a talk or participating in a learning experience beyond those assignments shared in this syllabus, no individualized extra credit work will be permitted.*

### Ungrading Guidelines

Each assignment is subject to the following ungrading guidelines:

Ungrading Guidelines		
Grade	Explanation	Notes
✓ (check)	The assignment is off to a great start. You will need to incorporate feedback before the final submission, but you do not need to re-submit in the next week.	
✓ — (check minus)	<p>The assignment has been submitted, but needs to be re-submitted as not all requirements have been met OR the assignment is incomplete. You will need to incorporate feedback before re-submitting your assignment.</p> <p>Each resubmission will be due seven (7) days after the feedback has been posted to Canvas. Each re-submission will also include a short reflection on the changes made.</p> <p><b><u>Failure to re-submit any analysis assignments that receive a ✓ — (check minus) grade will impact the final grade calculation with each subsequent missing re-submission resulting in up to a half-letter final grade deduction.</u></b></p>	<p>You are not allowed to re-submit incomplete reading logs—any late or missing log will result in a zero.</p> <p>You are not allowed to re-submit the analysis case study.</p> <p>You are not allowed to re-submit incomplete reflection activities—any late or missing log will result in a zero.</p>
0 (zero)	No assignment was submitted. <b><u>There is no opportunity to re-submit an assignment that receives a zero.</u></b>	<p>You are allowed to miss two (2) reading logs with no penalty.</p> <p>You are not allowed to miss any reflection activities or the analysis case study. <b><u>Failure to submit a reflection activity or the case study is an automatic zero on the assignment.</u></b> The impact on your final grade will be determined during the final 1-1 meeting.</p>

## Assignment Descriptions and Course Schedule

Below are the assignment descriptions and an outline of the material we should cover throughout the semester. We may vary from this schedule as the class progresses. Therefore, use this schedule with the caveat that assignments may be changed for any given class session. Unless otherwise noted, due dates are final. No exceptions will be provided unless written approval from Dr. Allgood is provided or as allowed by University policy.

### *Citation Style*

You are required to use the citation style and format of the American Psychological Association (APA). Review the APA Referencing and Citation Guide by clicking on this link:

<https://libguides.unm.edu/psychology/apa-citing>. It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in The Bluebook: A Uniform System of Citation in all papers (see how to cite at this website: <https://www.legalbluebook.com/bluebook/v21/quick-style-guide>).

### **Summary of Assignments**

1. **Reading Logs:** You are expected to prepare for each class by engaging with and reflecting on the assigned learning materials. All learning materials are available on Canvas as is a template for the reading log. A mixture of articles, videos, and readings from the textbook are required to prepare for each class. The reading assignments listed for each class are those readings that you must complete *before* the class in order to be prepared for class that week. You are expected to critically analyze the material and provide a well-written response with references. Each analysis should be formatted (including references) according to APA guidelines and submitted as a Word document to Canvas. Writing should be clear, well-organized, and contain minimal grammatical errors. You are not allowed to re-submit incomplete reading logs—any late or missing log will result in a zero. You are allowed to miss two (2) reading logs with no penalty.
2. **Analysis Assignments:** Analysis activities ask you to apply key themes and concepts from the course in response to a specific prompt. You are expected to critically analyze the prompt and provide a well-written response with references. Each paper should be formatted (including references) according to APA guidelines and submitted as a Word document to Canvas. Writing should be clear, well-organized, and contain minimal grammatical errors. Specific prompts and rubrics are available on Canvas. All feedback provided on an Analysis assignment must be incorporated into the next submission.
3. **Reflection Activities:** The syllabus quiz and academic integrity tutorial must be completed in order to unlock the other course materials contained in the course site on Canvas. There are also two self-evaluations as part of this course. The purpose of the self-evaluation quizzes is to help you stay on track for your learning goals. You receive credit just for taking these evaluations. You are not allowed to re-submit incomplete reflection activities—any late or missing log will result in a zero. You must take the reflection aspect of ungrading seriously for this approach to work. *Note on completing the course evaluation: **You are asked to complete the course evaluation, which is separate from the self-evaluations completed throughout the course.** The course evaluation provides me with valuable information and is used, in conjunction with the information from students' self-evaluation to improve student learning. You are notified when the online evaluation form is available.*

The table below outlines the assignments due in this course. A more detailed description of assignments can be found on Canvas.

Learning Category	Assignment	Submission Notes
<i>Preparation and Participation</i>	<ul style="list-style-type: none"> <li>● Weekly reading logs</li> <li>● Academic Integrity Tutorial (required—course content will not unlock until the tutorial is complete).</li> </ul>	<p>Due Tuesdays <b>before</b> 11:59 pm on Canvas (see Canvas for specific dates). <b><u>No late or re-submission options are available for the reading logs</u></b> so be sure to submit your reading log BEFORE the deadline.</p> <p>You can miss two (2) reading logs with no penalty. Each subsequent missing reading log results in a half-letter final grade deduction.</p>
<i>Application</i>	<ul style="list-style-type: none"> <li>● Analysis: Introduction to Your Organization</li> <li>● Analysis: Recruitment, Selection, and Retention</li> <li>● Analysis: Job Description</li> <li>● Analysis: Diversity, Equity, Inclusion, and Justice</li> <li>● Analysis: Work-Life Balance</li> <li>● Analysis: Policy Development</li> <li>● Analysis: Case Study</li> </ul>	<p>Due Sundays <b>before</b> 11:59 pm on Canvas (see Canvas for specific dates). You will have an opportunity to re-submit every analysis assignment, even partially completed assignments, <b><u>if you submit the assignment by the day it is due. No late options are available for Analysis assignments</u></b> so be sure to submit your assignment, even if it is just a partial assignment, BEFORE the deadline.</p> <p>Each resubmission will be due seven (7) days after the feedback has been posted to Canvas. Each re-submission will also include a short reflection on the changes made. Failure to re-submit any Analysis assignments that receive a ✓ — (check minus) grade will impact the final grade calculation with each subsequent missing re-submission resulting in up to a half-letter final grade deduction.</p> <p><b><u>No late or re-submission options are available for the case study.</u></b> Failure to submit the case study or any analysis assignment is an automatic half-letter final grade deduction.</p>
<i>Reflection</i>	<ul style="list-style-type: none"> <li>● Syllabus quiz</li> <li>● Mid-point self-evaluation</li> </ul>	<p>Various due dates (see schedule). Due <b>before</b> 11:59 pm on Canvas.</p>

<b>Learning Category</b>	<b>Assignment</b>	<b>Submission Notes</b>
	<ul style="list-style-type: none"><li>● Final self-evaluation</li><li>● One-on-One with Dr. Allgood</li></ul>	You are not allowed to re-submit any incomplete reflection activities. Any late or missing reflection activities will result in a zero on the assignment.

## Course Schedule

Reminder: All assignments due before 11:59 pm on Canvas unless noted.

*Note: Several articles, podcasts, or videos are provided for your reference for some of the modules. These resources are not required, but may be helpful in your learning. You **are required** to read/listen/view the materials listed in the schedule below.*

Date	Topic	Materials to Review Before Class (Assigned Materials Due Before Class)	Assignments and Due Date
<p><i>Week 1: Thursday, August 24, 2023</i></p>	<p><b>Introduction To Human Resource Management and Review of Public Service Organization</b></p>	<p><b><u>Read:</u></b></p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Guy &amp; Sowa Preface</li> <li>• Guy &amp; Sowa Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus Quiz (Sunday, August 27 by 11:59 pm)</li> <li>• Academic Integrity Tutorial (Sunday, August 27 by 11:59 pm)</li> </ul>
<p><i>Week 2: Thursday, August 31, 2023</i></p>	<p><b>Strategic Human Resource Management</b></p>	<p><b><u>Read:</u></b></p> <ul style="list-style-type: none"> <li>• Guy &amp; Sowa, Chapter 2</li> <li>• Guy &amp; Sowa, Chapter 4</li> <li>• Akinlade, D., &amp; Shalack, R. (2017). Strategic Human Resource Management In Nonprofit Organizations: A Case For Mission-Driven Human Resource Practices. <i>Global Journal of Management &amp; Marketing (GJMM)</i>, 1(1).</li> </ul> <p><b><u>Review:</u></b></p> <ul style="list-style-type: none"> <li>• Writing Well PPT</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Log #1 (Tuesday, August 29 by 11:59 pm)</li> </ul>

Date	Topic	Materials to Review Before Class (Assigned Materials Due Before Class)	Assignments and Due Date
<p>Week 3: Thursday, September 7, 2023</p>	<p><b>Merit System Principles and Practices</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Guy &amp; Sowa, Chapter 3</li> <li>Trigg, R. (1941). The Program of the State Merit System Commission. <i>New Mexico Quarterly</i>, 11(2), 16.</li> <li>OPM: Merit System Principles and Performance Management</li> <li>The Merit System: Principles Keys to Managing the Federal Workforce</li> </ul> <p><b>Explore</b></p> <ul style="list-style-type: none"> <li>Merit Rules in New Mexico State Hiring: <a href="https://www.spo.state.nm.us/state-personnel-board/">https://www.spo.state.nm.us/state-personnel-board/</a></li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #2 (Tuesday, September 5 by 11:59 pm)</li> <li>Analysis: Introduction to Your Organization (Sunday, September 10 by 11:59 pm)</li> </ul>
<p>Week 4: Thursday, September 14, 2023</p>	<p><b>Recruitment and Selection</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Guy &amp; Sowa, Chapter 6</li> <li>Gonzaga, A. M., Marbin, J., &amp; Terhune, K. (2022). Evidence-based inclusive graduate medical education recruitment strategies. <i>Journal of Graduate Medical Education</i>, 14(1), 115-116.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #3 (Tuesday, September 12 by 11:59 pm)</li> </ul>

Date	Topic	Materials to Review Before Class (Assigned Materials Due Before Class)	Assignments and Due Date
		<ul style="list-style-type: none"> <li>6 Best Practices for Creating an Inclusive and Equitable Interview Process - Recruiting - Harvard Business School</li> <li>Linos, E. (2018). More than public service: A field experiment on job advertisements and diversity in the police. <i>Journal of Public Administration Research and Theory</i>, 28(1), 67-85.</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>Successful Hiring During the Great Resignation (<a href="https://honest-hr.simplecast.com/episodes/paula-harvey-on-successful-hiring-during-the-great-resignation-yR02i4C_">https://honest-hr.simplecast.com/episodes/paula-harvey-on-successful-hiring-during-the-great-resignation-yR02i4C_</a>)</li> </ul> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>UNM Recruitment and Selection rules: <a href="https://hr.unm.edu/client-">https://hr.unm.edu/client-</a></li> </ul>	



Date	Topic	Materials to Review Before Class (Assigned Materials Due Before Class)	Assignments and Due Date
		<a href="#">services/recruitment-process-guide</a>	
<p>Week 5: Thursday, September 21, 2023</p>	<p><b>Job Design, Analysis, and Descriptions</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Guy &amp; Sowa, Chapter 5</li> <li>Oldham, G. R., &amp; Fried, Y. (2016). Job design research and theory: Past, present and future. <i>Organizational behavior and human decision processes</i>, 136, 20-35.</li> <li>Fottler, M. D. (2005). Job analysis and job design. <i>Human resources in healthcare. Page 143-172 (for MHA; pages 143-159 for MPA)</i></li> </ul> <p><b>Listen</b></p> <ul style="list-style-type: none"> <li>The Physics of Job Design (link here: <a href="https://podcasts.apple.com/ca/podcast/lets-talk-about-work/id1558691031">https://podcasts.apple.com/ca/podcast/lets-talk-about-work/id1558691031</a> )</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #4 (Tuesday, September 19 by 11:59 pm)</li> <li>Analysis: Recruitment, Selection, and Retention (Sunday, September 24 by 11:59 pm)</li> </ul>
<p>Week 6: Thursday, September 28, 2023</p>	<p><b>Training, Developing, and Retaining Employees</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Guy &amp; Sowa, Chapter 8</li> <li>Meier, K. J., &amp; Hicklin, A. (2008). Employee turnover and organizational</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #5 (Tuesday, September 26 by 11:59 pm)</li> </ul>

Date	Topic	Materials to Review Before Class (Assigned Materials Due Before Class)	Assignments and Due Date
		<p>performance: Testing a hypothesis from classical public administration. <i>Journal of Public Administration Research and Theory</i>, 18(4), 573-590.</p> <ul style="list-style-type: none"> <li>• A Guide to Creating an Employee Training and Development Program</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>• The Way We Work: This is what makes employees happy at work</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>• HRD Masterclass: Training and Development (minutes 23:00 – 53:30) (<a href="https://www.allbypodcast.com/hrd-masterclass-episode-4">https://www.allbypodcast.com/hrd-masterclass-episode-4</a>)</li> </ul>	
<p>Week 7: Thursday, October 5, 2023</p>	<p><b>Performance Management; Compensation and Benefits</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Guy &amp; Sowa, Chapter 7</li> <li>• Guy &amp; Sowa, Chapter 9</li> <li>• Why Organizations Don't Learn</li> </ul> <p><b>Listen:</b></p>	<ul style="list-style-type: none"> <li>• Reading Log #6 (Tuesday, October 3 by 11:59 pm)</li> <li>• Analysis: Job Description (Sunday, October 8 by 11:59 pm)</li> </ul>

Date	Topic	Materials to Review Before Class (Assigned Materials Due Before Class)	Assignments and Due Date
		<ul style="list-style-type: none"> <li>More Than Just Money: Exploring Compensation and Benefits with Megan Nail (transcript available): <a href="https://career-compass.simplecast.com/episodes/megan-nail/transcript">https://career-compass.simplecast.com/episodes/megan-nail/transcript</a></li> </ul>	
<b>Week 8: No Class: Fall Break</b> <i>Mid-point evaluation due Sunday, October 15 by 11:59 pm</i>			
Week 9: Thursday, October 19, 2023	<b>Fair And Inclusive Public Service Workplaces</b>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Guy &amp; Sowa, Chapter 11</li> <li>Shore, L. M., Cleveland, J. N., &amp; Sanchez, D. (2018). Inclusive workplaces: A review and model. <i>Human Resource Management Review</i>, 28(2), 176-189.</li> <li>Blader, S. L., &amp; Tyler, T. R. (2005). How Can Theories of Organizational Justice Explain the Effects of Fairness? In <i>Handbook of Organizational Justice</i>. Greenberg, J., &amp; Colquitt, J. (eds.)</li> </ul> <p><b>Listen:</b></p>	<ul style="list-style-type: none"> <li>Reading Log #7 (Tuesday, October 17 by 11:59 pm)</li> </ul>

Date	Topic	Materials to Review Before Class (Assigned Materials Due Before Class)	Assignments and Due Date
		<ul style="list-style-type: none"> <li>Human Resource Development Masterclass: Diversity, Equity, &amp; Inclusion in Human Resource Development <i>Minutes 45:20 to 1:06:40</i> (<a href="https://www.allbypodcast.com/hrd-masterclass-episode-7">https://www.allbypodcast.com/hrd-masterclass-episode-7</a>)</li> </ul>	
<p>Week 10: Thursday, October 26, 2023</p>	<p><b>Workplace Safety</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Guy &amp; Sowa, Chapter 12</li> <li>Workplace Safety (SHRM)</li> <li>Tuckey, M. R., Li, Y., Neall, A. M., Chen, P. Y., Dollard, M. F., McLinton, S. S., ... &amp; Mattiske, J. (2022). Workplace bullying as an organizational problem: Spotlight on people management practices. <i>Journal of occupational health psychology</i>.</li> </ul> <p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>How the Triangle Shirtwaist Factory Fire Changed Workplace Safety and Health: <a href="https://www.stitcher.com/show/the-case-for-safety-podcast/episode/how-the-">https://www.stitcher.com/show/the-case-for-safety-podcast/episode/how-the-</a></li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #8 (Tuesday, October 24 by 11:59 pm)</li> <li>Analysis: Diversity, Equity, Inclusion, and Justice (Sunday, October 28 by 11:59 pm)</li> </ul>

Date	Topic	Materials to Review Before Class (Assigned Materials Due Before Class)	Assignments and Due Date
		triangle-shirtwaist-factory-fire-changed-workplace-safety-and-health-300783982	
<p>Week 11: Thursday, November 2, 2023</p>	<p><b>Building An Effective, Healthy, And Equitable Workplace: Work/Life Balance</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Guy &amp; Sowa, Chapter 13</li> <li>Allgood, M., Jensen, U. T., &amp; Stritch, J. M. (2022). Work-family conflict and burnout amid COVID-19: exploring the mitigating effects of instrumental leadership and social belonging. <i>Review of Public Personnel Administration</i>.</li> <li>Wood, J., Oh, J., Park, J., &amp; Kim, W. (2020). The relationship between work engagement and work-life balance in organizations: A review of the empirical research. <i>Human Resource Development Review</i>, 19(3), 240-262.</li> <li>Work-Life Balance is a Cycle, Not an Achievement</li> </ul> <p><b>Watch:</b></p>	<ul style="list-style-type: none"> <li>Reading Log #9 (Tuesday, October 31 by 11:59 pm)</li> </ul>

Date	Topic	Materials to Review Before Class (Assigned Materials Due Before Class)	Assignments and Due Date
		<ul style="list-style-type: none"> <li>The Way We Work: 3 Rules for better work-life balance</li> </ul>	
<p>Week 12: Thursday, November 9, 2023</p>	<p><b>Labor Relations And Collective Bargaining</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Guy &amp; Sowa, Chapter 10</li> <li>America’s Labor Movement is On the Upswing</li> <li>Collective Bargaining in the Public Sector</li> </ul> <p><b>Watch:</b></p> <ul style="list-style-type: none"> <li>History of the Labor Movement</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #10 (Tuesday, November 7 by 11:59 pm)</li> <li>Analysis: Work-Life Balance (Sunday, November 11 by 11:59 pm)</li> </ul>
<p>Week 13: Thursday, November 16, 2023</p>	<p><b>Human Resources Management, The Future, and Public Service</b></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Guy &amp; Sowa, Chapter 14</li> <li>Guy &amp; Sowa, Chapter 15</li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #11 (Tuesday, November 14 by 11:59 pm)</li> </ul>
<p><b>Week 14: No Class: Thanksgiving Break</b> <i>Analysis: Policy Development (Sunday, November 26 by 11:59 pm)</i></p>			
<p>Week 15: Thursday, November 30, 2023</p>	<p><b>Human Resource Management and Ethical Behavior</b></p>	<p><b>Listen:</b></p> <ul style="list-style-type: none"> <li>Human Resource Development Masterclass: Ethics in HRD (entire episode) <a href="https://www.allbypodcast.com/hrd-masterclass-season-2-episode-2">https://www.allbypodcast.com/hrd-masterclass-season-2-episode-2</a></li> </ul>	<ul style="list-style-type: none"> <li>Reading Log #12 (Tuesday, November 28 by 11:59 pm)</li> <li>Analysis: Case Study (Sunday, December 3 by 11:59 pm)</li> <li>Final self-evaluation (Sunday, December 3 by 11:59 pm)</li> </ul>

<b>Date</b>	<b>Topic</b>	<b>Materials to Review Before Class</b> <i>(Assigned Materials Due Before Class)</i>	<b>Assignments and Due Date</b>
<i>Week 16: Thursday, December 7, 2023</i>	<b>Course Wrap-up</b>	<ul style="list-style-type: none"><li>• No assigned readings</li></ul>	<ul style="list-style-type: none"><li>• 1-1 with Dr. Allgood (throughout the week)</li></ul>

## Other Course Policies

### **Accessibility Statement**

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as I am not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Resource Center at 277-3506 for additional information.

If you need an accommodation based on how course requirements interact with the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations. I rely on the Disability Services Office for assistance in developing strategies and verifying accommodation needs. If you have not previously contacted them I encourage you to do so.

### **Citizenship and/or Immigration Status**

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. As for all students in the class, family emergency-related absences are normally excused with reasonable notice to the professor, as noted in the attendance guidelines above. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The Administration's welcome is found on our website. You can access this information by clicking on this link: <http://undocumented.unm.edu/>.

### **Title IX: Sex Discrimination, Sexual Harassment, and Sexual Abuse**

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-titleix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity ([oeo.unm.edu](http://oeo.unm.edu)). For more information on the campus policy regarding sexual misconduct, please click on this link:

<https://policy.unm.edu/university-policies/2000/2740.html>

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: [www.myplanapp.org](http://www.myplanapp.org). myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

### **Prohibition of Sharing Copyrighted Materials and Course Content**

The contents of this course, including lectures and other instructional materials, are copyrighted materials and, therefore, are protected by federal intellectual property law. Any unauthorized



copying—including video-recording, audio-recording, and stenographic transcription of class lectures—is strictly prohibited. All rights are reserved by the instructor. Students may not upload, sell, or distribute—to any course shell, discussion board, website, or other forum or medium—any course content or any materials that are not the student’s original work, unless the students first comply with all applicable copyright laws. Sharing of assignment submissions and results to websites advertising themselves as “study sites” (e.g. Course Hero) or other similar course information sharing sites is expressly prohibited. Copyright violations may subject students to disciplinary charges for academic integrity violations.

### **Student Conduct**

Students are expected to adhere to the guidelines provided in Pathfinder, which also lay out your rights and responsibilities as a UNM student. Students are expected to create a learning environment where all students collaborate to build a community that embraces the diversity of its members and is free from any form of harassment, intimidation, violence, and exploitation. Free expression and thought is encouraged, but hate speech, disruptive behavior, and other forms of disrespectful conduct are not tolerated. Students may be subject to disciplinary action if their acts violate the student code of conduct either in-person or online. Click on this link to access the student code of conduct: <https://pathfinder.unm.edu/code-of-conduct.html>.

### **Support for Students and Academic Integrity**

Students should feel empowered during their UNM journey and find success as they grow and develop new skills, knowledge, and passion. I encourage all of my students to become familiar with the services and policies set forth by UNM that will enable them to succeed at UNM, academically and otherwise. All students are advised they are **expected to follow the guidelines laid out in the student handbook (Student Pathfinder)**, which can be accessed by visiting this link: <https://pathfinder.unm.edu>. Visit this website to learn more about the many services available to help you as a student be successful here at UNM: <https://students.unm.edu>.

One important expectation for students is academic integrity. Understanding and avoiding violating academic integrity, including avoiding plagiarism, can be a tricky task. If you have questions, please talk with me **before the assignment is due** so we can resolve the issue and you can avoid serious disciplinary consequences. I expect all students to act with integrity by submitting original work for all class assignments. Failure to submit original work in any way can lead to grade penalties and course failure along with other consequences. While many students unintentionally commit acts of academic dishonesty, ignorance is not an excuse. To promote academic integrity practices, students are required to take the tutorial presented by the Graduate College. Students should also review this reference on Avoiding Plagiarism by clicking on this link:

[https://owl.purdue.edu/owl/teacher\\_and\\_tutor\\_resources/preventing\\_plagiarism/avoiding\\_plagiarism/index.html](https://owl.purdue.edu/owl/teacher_and_tutor_resources/preventing_plagiarism/avoiding_plagiarism/index.html).

A couple of rules to help you succeed:

1. If you are unsure about providing a citation, please ask!
2. Always provide a citation for direct quotations and paraphrases or summaries of someone else’s work.
3. Acknowledge the people you collaborate with on any assignments.

4. It is considered cheating to change, alter, or revise someone else's work and submit that work as your own. **It is also considered cheating to let someone else change and submit your work as their own.** Finally, if you want to use your own prior work for your new work, you need to cite yourself, unless you have specific permission from the instructor to alter the original content.

### **Acceptable and Unacceptable Use of AI**

When in doubt about permitted usage, please ask for clarification. The use of generative AI tools (e.g. ChatGPT, Dall-e, Grammarly, etc.) **is permitted in this course** for the following activities:

- Brainstorming and refining your ideas
- Fine tuning your research questions
- Drafting an outline to organize your thoughts
- Revising originally created language as part of the iterative drafting process
- Checking grammar and style.

The use of generative AI tools **is not permitted in this course** for the following activities:

- Finding information on your topic
- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts assigned to you or content that you put into a Zoom chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. For example, OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. <https://chat.openai.com/chat>. Any assignment that is found to have used generative AI tools in unauthorized ways will be subject to grading and other penalties, including being reported for academic dishonesty based on the instructor's discretion and the seriousness of the offense.