UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: PADM
Course Title: Human Resource Management
Credits: 3

Year: 2025
Course and Section #: 6070 X01

Course Description

Examines the services provided by a manager of a human resources department. Provides an overview of human resource management. Focuses on the role of managers and how they develop effective and efficient human resources practices that support the strategic goals of their organization.
This course is part of the Master of Public Administration, M.P.A. degree.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☒ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Jonathan H. Westover

Student Learning Outcomes

1. Evaluate the human resource management needs of public organizations
2. Examine some of the major issues confronting public personnel managers
3. Analyze how an organization's human resource management practices can influence employees
4. Develop skills in the areas human resource management organizations operate

Course Materials and Texts

Course Mode: ONLINE
Canvas is where course content, grades, and communications will reside for this course. For this **3-credit-hour** course, students should expect to spend up to **9+ hours a week** completing course activities.
Description of how course works:
This course is a 6000-level college course. Students are responsible for understanding the course syllabus and the requirements of the course. This course is designed to challenge students to read and

think critically about issues that challenge organizations today. Class members should be prepared to engage in serious analysis and reflection regarding course topics. More than simple memorization and regurgitation is expected. A purpose of the class is to help students be individuals who think critically, know how to evaluate problems, and communicate well in writing. Student work is expected to be college-level quality and grading will reflect this anticipation. All students will be expected to complete the assignments at the same scholarly level of work.

Student Responsibilities

- **Prepare for class**: Course activities and assignments will assume you have already read the assigned readings as scheduled. You should always read the chapter before taking quizzes and completing related assignments.

Scheduling the following class preparation time per week will allow sufficient time for reading the text, assimilating online materials, and completing assignments on time. Three credit courses should take you approximately eight hours per week throughout a semester as a rule. Some weeks may require more (e.g., when you have writing assignments) while some may require a little less.

The key is scheduling consistent weekly course preparation time in an environment that is quiet and free from distraction.

- **Academic Integrity**: Academic integrity is expected on all course assignments and activities. Plagiarism, cheating and/or fabrication or falsification of research on projects, papers or exams will absolutely not be tolerated and will be severely punished. The penalty for any offense will result in a failing grade for the course, as well as a formal report to the Department Chair and to Student Advising. Please read the complete "Student Rights and Responsibilities" Policy. According to this section, "Each student is expected to maintain academic ethics and honesty in all its forms, including but not limited to, cheating and plagiarism as defined hereafter:
  1. **Cheating** is the "act of using or attempting to use or providing others with unauthorized information, materials or study aids in academic work." Cheating includes, but is not limited to passing examination answers to or taking examinations for someone else or preparing or copying other's academic work. Students who participate in this activity will be reported to the School of Business Dean.
  2. **Plagiarism** is the "act of appropriating any other person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or study." Whether unintentional or intentional, this is a serious offense, and students will be reported to the Business Management Department Chair, the School of Business Dean, and other administrators who will take appropriate action.
  3. **Fabrication** is the use of invented information or the falsification of research or other findings. Examples include but are not limited to:
     a) citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials;
     b) listing courses in a bibliography not used in the academic exercise;
     c) submission of a paper, thesis, lab report or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence; and submitting as your own any academic exercises (e.g., written, work printing, sculpture, etc.), prepared totally or in part by another.

Any offense will be reported to my department chair and dean. In addition, a college sanction will be enforced.

Class Procedures

1. **Communication**: I check my Canvas Inbox regularly and will usually be able to respond quickly to short questions or requests.
2. **Late Work**: Late assignments are strongly discouraged and will receive a reduced grade. Late work is accepted for a 10% deduction for every day it is late, and papers turned in more than seven days late will not be accepted. No late final research papers will be accepted.
3. **Assignments**: All assignments must be submitted by 11:59pm Utah time on the due date. No papers can be re-written or re-taken to raise a grade. I will make every effort to have grades on assignments returned within a week of submission.
4. **Withdrawals**: If you stop attending this class or any other course, you must officially withdraw in the Registration Office by the dates published in the class schedule or risk a failing grade. An "Unofficial Withdrawal" (UW) is equivalent to an E on the transcript.
5. **Repeated Failed Business Courses**: A student will be allowed to repeat a failed School of Business course twice. If the course is not passed with a minimum grade of "C-" after the second retake ("C+" for Paralegal Studies majors), the student will be dropped from the School of Business program even if accepted into advanced standing (matriculated) previously.
6. **Grading**: The breakdown of grades for this course is found under the 'Grading Scale' below.

Course Requirements

Course Assignments, Assessments, and Grading Policy
Assignments:
APA format - READ ALL OF THESE INSTRUCTIONS BEFORE BEGINNING ANY OF THE PAPERS. All papers are to be double-spaced. APA style is required. Here is a link to the APA Style GuideLinks to an external site.. This includes 1" margins, double-spaced, a cover page, Times New Roman font, and so forth. Make sure that your research paper also has an abstract page and a reference page. Papers should be free of spelling and grammatical errors so they should be reviewed by at least two individuals before submitting. It is helpful to read papers aloud to ensure that they are clean. Typically, quality papers are precisely formulated, to the point, well structured, and illustrate a well-rounded understanding of the subject matter. Please make sure that you do not use contractions (for example: "don't") in your papers. They are not acceptable in formal academic papers.

Assignment 1: Job Analysis
You will be performing a job analysis (task analysis inventory) of a fairly simple job. You may not analyze your own job. Interview and observe an individual at work and also collect any existing written information on the position. A handout with more detailed information on how to collect data and write a task inventory can be located on under the "Assignment" link. This assignment will be 4 to 5 pages in length and should be submitted as a Word file. The first page will be an APA (5th) cover sheet; the second (and third if needed) will be the double-spaced task analysis inventory (items should be numbered--see examples). The final two or more pages should include detailed recommendations (as if you were a consultant) for the owner or manager on how to make the job more effective or efficient (such as redesigning a job or certain tasks, adding training programs, improve communication, reorganize management structure, etc.).

Assignment 2: Industry Interview Analysis
You will be conducting three 30-minute interviews in order to better understand the challenges, opportunities, constraints, and issues inherent in human resource management, as well as to start your professional networking, better connect with the course material, and have a chance to explore a specific HR area of interest.

First, you will need to choose one specific HR functional area of interest (e.g. recruiting, interviewing, training and development, compensation, performance management, etc.) and then develop your specific interview questions around that area (you will ask the same questions of both individuals and then analyze and provide a synthesis of their responses).

Second, you will need to identify the three individuals at different companies to interview who perform that specific HR functional area on a regular basis (they do not need to have HR in their job title, they just need to each perform the particular function you are interviewing them about). Utilizing your personal family/friends network is fine, but you might want to be strategic and identify individuals that work at organizations that you would be interested in learning more about, interning, or working in the future

You will be graded on the quality of questions asked and the analysis and synthesis of responses (see grading rubric). The paper is expected to be between 6-8 double-spaced pages of text, not including an APA cover page (1" margins, 12 pt font, Times Roman font). Include your list of the questions in the Appendix (which is in addition to the regular pages of text). Everything should be submitted in one Word file.

Please see the following pages for additional tips and ideas for preparing for, conducting, and writing up your interview essay.

Small Business Cases/Online Questions and Discussion:
To help you actively apply course content to the real world, each week in the online portion of the class you will be required to **read and respond to the questions** from a Human Resource Management case related to the course material we are covering that week (approximately 500+ words). Some weeks, instead of a case, I will also post discussion questions with links to 3 different Wall Street Journal articles related to topics of Human Resource Management. Your task will be to **choose 1 of the three/five articles, read it, and answer the questions** (approximately 300+ words) related to the article by submitting the assignment online (I will also allow you to choose your own current event article, but you will have to do a critical analysis write-up on your own which demonstrates that you have read and understood the article and are able to apply it to course concepts and principles). *These are NOT automatic points and must be earned.*

Student Learning Reflections:

Every couple of weeks, you will be asked to pause and reflect on what this class is teaching you and submit your findings. By the end of the semester, you will have created a digital learning journal that will document your preparation/participation/and reflection on course materials. Feel free to be creative, include pictures, relevant web links, and other elements that will enhance your own personal learning and application of the class material!

Your task is to post a substantive reflection on what you have learned up to this point. (AT LEAST 500 WORDS; key takeaways, ah-hah moments, or learning points taken from the readings, discussions, and activities. NOT JUST A SUMMARY—Be Creative!)

Some of the questions you may want to consider when typing up your reflections may include:

- How did the material and/or discussions from these modules change my thinking about _____?
   (Any topic—maybe one that you posted a discussion topic or some other point in the reading or material.)
- How did the material and/or discussions from these modules improve your understanding of previously learned material?

- How did the material and/or discussions from these modules alter how you view yourself or the world?
- How did the material and/or discussion from these modules apply specifically to you and your current situation?

Taking time for these kinds of reflections is important for the following reasons (from Doyle, "Helping Students Learn in a Learner-Centered Environment):

1. It maximizes the opportunity for students to understand new material by expanding the connections to previously learned material.
2. It expands students' current views of the world by helping them to see how the new material might alter their current view of the world or of themselves.
3. It increases the number of neuro-network connections, increasing the likelihood that students will be able to recall the information in the future.
4. It expands the number of cues that students can respond to in order to recall the new information.
5. It increases the number of neuro-networks for new learning by coding it through the tactile and kinesthetic senses.
6. It follows the natural way the brain processes information.
7. It helps students to make emotional connections with the new information, enhancing ease of recall.
8. It helps students to move from being receivers of knowledge to producers of knowledge.

Note that points will be awarded based on the following criteria: (1) thoroughness of postings—it is your job to demonstrate to me that you are thoroughly considering the course content in your posts, and (2) timeliness of postings—discussion topics and reflections posted by due dates.
These are not automatic points and must be earned!!

Chapter Activities and Quizzes
Each week, after reading each assigned chapter and reviewing the associated PowerPoint slides, you will take a short chapter quiz on Canvas. Some weeks you will also complete a short applied learning activity related to the material in the chapter.

Required or Recommended Reading Assignments
Weekly Module Introduction Readings
Module 1 Introduction: Navigating the Complexities of Public Sector Human Resource Management
Module 2 Introduction: Navigating the Complexities of Public Sector Strategic HRM Role
Module 3 Introduction: Elevating Public Sector HR
Module 4 Introduction: Cultivating Diversity and Inclusion in the Public Sector
Module 5 Introduction: Revitalizing Public Sector Recruitment
Module 6 Introduction: Strengthening the Public Sector Hiring Process
Module 7 Introduction: Strengthening the Public Sector Hiring Process
Module 8 Introduction: Retaining and Motivating Public Sector Talent
Module 9 Introduction: Empowering Public Sector Employees Through Strategic Training and Development
Module 10 Introduction: Empowering Public Sector HR Professionals Through Effective Communication
Module 11 Introduction: Driving Performance Excellence in the Public Sector
Module 12 Introduction: Navigating the Union-Management Landscape and Strategies for Effective Employee Relations in the Public Sector

Module 13 Introduction: Safeguarding the Public Sector Workforce: Navigating Health and Safety Regulations
Module 14 Introduction: Public Sector HRM in the Global Landscape
Module 15 Introduction: Ethical Stewardship in the Public Sector

Textbook Readings:
Chapter 1: The Role of Human Resources in Public Organizations
Chapter 2: Developing and Implementing Strategic HRM Plans in Public Organizations
Chapter 3: Diversity and Multiculturalism in Public Organizations
Chapter 4: Recruitment in Public Organizations
Chapter 5: Selection in Public Organizations
Chapter 6: Compensation and Benefits in Public Organizations
Chapter 7: Retention and Motivation in Public Organizations
Chapter 8: Training and Development in Public Organizations
Chapter 9: Successful Employee Communication in Public Organizations
Chapter 10: Managing Employee Performance in Public Organizations
Chapter 11: Employee Assessment in Public Organizations
Chapter 12: Working with Labor Unions and Employee Relations in Public Organizations
Chapter 13: Safety and Health at Work in Public Organizations
Chapter 14: International HRM in Public Organizations
Chapter 15: Leading an Ethical Public Organization

General Description of the Subject Matter of Each Lecture or Discussion
Module 1: Course and Professor Introduction
Module 2: The Role of HR in the Public Sector
Module 3: HR as a Strategic Partner in the Public Sector
Module 4: Diversity and Multiculturalism in the Public Sector
Module 5: Recruitment in the Public Sector
Module 6: Selection in the Public Sector
Module 7: Compensation and Benefits in the Public Sector
Module 8: Retention and Motivation in the Public Sector
Module 9: Training and Development in the Public Sector
Module 10: Successful Communication in the Public Sector
Module 11: Managing Employee Performance in the Public Sector
Module 12: Employee Relations and Working with Unions in the Public Sector
Module 13: Safety and Health at Work in the Public Sector
Module 14: International HRM in the Public Sector
Module 15: Leading an Ethical Public Sector Organization

Required Course Syllabus Statements

Generative AI is a subset of artificial intelligence models capable of generating new content, be it text, images, music, or other forms of data. By learning patterns from existing large amounts of data, these models can produce novel outputs that were not part of their training set, mimicking the style and structure of the learned data.
General Guidelines for AI Use

Data Protection – You should not enter confidential data into publicly-accessible generative AI platforms. Information relayed to generative AI platforms under standard configurations lacks confidentiality and may reveal crucial or protected information to unintended recipients.

AI Limitation – Content produced by AI can be imprecise, deceptive, or wholly fabricated (often termed "illusions") or might encompass copyrighted elements. You hold accountability for any content you disseminate that incorporates material generated by AI.

Transparency & Disclosure – If you use AI-generated content in your work, proper citation is required. Review your syllabus carefully, if not clear, communicate with your instructor on how much AI-generated work is allowed to use in each assignment.

Broad Use of AI with Proper Attribution

Why use: Dive into the digital age of learning by integrating AI tools seamlessly into your academic journey, while acknowledging their influence.

Guidelines:

Embrace Tech: You're free to use AI tools across your coursework to enhance and refine your work.

Citation is Crucial: When drawing insights, data, or content from AI, you must cite the tool used, similar to how you would reference a textbook or research paper.

Maintain Originality: Your submissions should contain a balance of original thought and AI-assisted content. Your unique perspective and voice should always be dominant.

Feedback Loop: Engage with your instructors about your use of AI. Their insights can help you utilize these tools in a more enriching way.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.
To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.