HUMAN RESOURCES IN PUBLIC AND NONPROFIT ORGANIZATIONS
COURSE SYLLABUS -- UAPP 696-010 (SPRING 2017)

Introduction
This course concentrates on providing human resource management (HRM) fundamentals to individuals who will lead public and nonprofit organizations. It is designed to (1) provide a basic understanding of HRM functions in a public agency or not-for-profit setting and (2) explore how those functions can be applied effectively in leading and managing a diverse workforce. As such, the course will highlight the dynamic nature of the field, particularly in light of political, social, economic and historic forces influences all levels of HRM.

UAPP 696 is a three-credit course designed to meet the core HRM curriculum requirements of the MPA program. Since UAPP 696 contains introductory materials appropriate for any agency or non-profit leader, those anticipating a career in human resource management or personnel administration will need to pursue additional course work, research and/or other substantive experiences to achieve professional competency.

After completing this course, students should be able to demonstrate the following competencies through written assignments, in-class exercises and individual/small group presentations:

• Understanding the relationships between public policy, leadership and management in program implementation;
• Appraising the organizational environment, both internally and externally, as well as the culture, politics and institutional settings in which leadership and management are exercised;
• Understanding and explaining the history and evolution of public-sector HRM;
• Understanding and applying concepts of social equity as well as behaving ethically and with integrity;
• Understanding and applying the legal context of HRM to public affairs, administration and policy;
• Leading, managing and developing people effectively, whether volunteers or compensated, fostering team building, commitment, creativity and performance;
• Valuing and supporting a diverse workplace and citizenry;
• Demonstrating flexibility and adaptive behaviors based on new information, changing conditions or unexpected obstacles;
• Resolving conflicts and utilizing effective negotiation skills in a workplace setting.

UAPP 696-010 is scheduled to meets on Wednesdays from 7:00 pm – 9:45 pm in 185 Graham Hall.

Instructor: Harvey L. White – 180C Graham Hall (hlw@udel.edu/302.831.1693)
Dr. White is a professor in the School of Public Policy and Administration (SPPA) and Professor Emeritus in the School of Public and International Affairs (GSPIA) at the University of Pittsburgh. He is a former city manager and has held senior level administrative positions at several universities. Professionally, he has served as President of the American Society for Public Administration and is a Fellow in the National Academy of Public Administration. He was the founding editor of the Journal of Social Policy and Management, Founder and General Chair of the Consortium for International Management, Policy and Development, and Founder and Director of the NIH funded Center for Healthy Communities at the University of South Alabama.
Dr. White’s current research and scholarship focuses on talent management and development. The China Journal of Public Administration and the Saudi Arabia Institute for Public Administration have published his research on talent management. He has conducted research, work on development activities, and given lectures and Keynote addresses more than 50 countries in Africa, Asia, and Latin America.

**Office Hours: M 2:00-3:00**

**Appointments:** To schedule appointments please contact me via email – hlw@uedl.edu

**Course Requirements**
This course utilizes blended teaching and learning methods and technologies. It includes both face-to-face and online modalities. Reading materials, lectures, in-class and online exercises, oral presentations/reactions, case-based activities, and online discussions are designed to provide both factual information and to simulate “real life” experiences managers and leaders can expect to face in addressing Human resources/talent management issues. *Readings and/or case preparations are to be completed on the assigned dates so we can discuss and apply the material fully in class and online.* Additional readings/exercises will be introduced as the course progresses and student interests become better defined after presentation topics are selected.

**Narratives, Management Memos, Papers/projects and Presentations**
A short narrative, several management memos, a term paper/Project, online discussions and an oral presentation allow each student opportunities to demonstrate competencies in course topics/issues, particularly as they relate to leading and managing a diverse workforce while improving organizational effectiveness through strengthened human resource/talent management practices.

A term paper/project (15 - 20 pages, doubled spaced with at least six *outside* sources) due on May 3 highlights the major components of the selected organization’s talent management plan. An abstract for the selected organization must be submitted electronically to the instructor no later than February 24. The instructor must approve all selected organizations. Presentation sequence will be determined during class on April 18.

Individual or small team presentations will begin May 3 and continue through the rest of the semester. Individual presentations should be 15 minutes long; team presentations will be longer – depending on team size. All team members must contribute to the presentation. Individual and team presentations will require submission of an outline bibliography (minimum of ten outside sources) and a set of POWERPOINT slides, if applicable, at least one week before the scheduled presentation date.

**Grading**
Grading will include:

- Class Participation (attendance and commentaries) 10%
- Online discussions 15%
- Quizzes-online 20%
- Project Paper 25%
- Management memos/Abstracts 20%
- Individual or Small Team Presentation 10%

Written materials and presentations will be graded using the following guidelines:
A Excellent, professional level work reflecting major effort and insights into the material; demonstrated understanding of subtleties and issues; well written and presented.
A- Excellent work with few problems or questions; almost an A.
B+ Competent work with insights beyond simple understanding, yet lacking in sufficient effort or insights to be considered ‘A’ work.
B Competent understanding of basic material; acceptable level of work.
B- Some lack of comprehension of the material at an acceptable level.
C+ Or lower grade. Lack of comprehension of material at an acceptable level.

Besides attendance, class participation includes completing all assigned readings before class, being prepared to share content, insights, principles, and ideas found in the readings, offering relevant opinions grounded in fact or personal experience, active involvement with small group activities, participating in class discussions, as well as valuing/encouraging participation from others.

Points to Letter Grade Conversion Key:
94-100 = A; 90-93 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-; 77-79 = C+; 73-76 = C; 70-72 = C-; 65-69 = D+; 60-64 = D; <60 = F.

Classroom Decorum
Please be prompt for class meetings. Arriving late is discourteous and may result in missing important material. Bringing food into the classroom or eating during class is strongly discouraged; beverages are fine. Cell phone use (voice, text, messages) is not allowed during class. Please turn off cell phones or set to mute/vibrate. Use of laptop computers in class is only allowed with the prior permission of the instructor.

Academic Integrity
Students are expected to do their own work on all assignments. The University’s Code of Conduct and policies on academic dishonesty will be enforced (http://www.udel.edu/stuguide/10-11/code.html). Consultation outside of class with other students on reading assignments, discussion groups and team exercises/presentations is fine.

Disability Services
Any student who thinks he/she may need an accommodation based on a disability should contact the Disability Support Service office in 130 Alison Hall (302-831-4643 or www.udel.edu/DSS) for assistance.

Severe Weather and Personal Safety
University policy indicates that faculty and students are not expected to take unnecessary risks to meet their teaching and learning obligations due to inclement weather. When classes have not been canceled, it is a matter of personal judgment whether traveling to campus is hazardous. Students should notify the instructor when inclement weather precludes them from class attendance. Information on closings or late opening will be available from the UD home page: http://www.udel.edu/, in UDaily, as well as all the University's primary social media/e-mail accounts.

Faculty Statement on Disclosures of Instances of Sexual Misconduct
If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), it is my obligation under federal law to inform the University’s Title IX Coordinator. The University needs to know information about
such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy—I will not disclose the incident to anyone but the Title IX coordinator. For more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct. UD provides 24 hour crisis assistance and victim advocacy and counseling. Contact 302-831-2226, Student Health Services, to get in touch with a sexual offense support

**Required Texts:**


**Additional Readings and Class Materials:**
Additional course readings are listed in the syllabus. Other materials may be distributed in class, or assigned electronically as learning resources.

**Helpful HRM Websites and Professional Resources**
American Arbitration Association
American Federation of Government Employees
American Federation of State, County and Municipal Employees
American Society for Public Administration
Chronicle of Philanthropy
Employee Benefits Research Institute
Equal Employment Opportunity Commission
Government Accountability Office
Government Executive.Com
Independent Sector
International City/County Management Association
International Personnel Management Association
National Association of Counties
National Association of Working Women
National Labor Relations Board
National Public Employers Labor Association
Office of Personnel Management
Pension Benefit Guaranty Corporation
Pension Rights Center
Society for Human Resources Management

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Appointments: To schedule appointments please contact me via email –hlw@uedl.edu

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Topics and Assignments

Feb. 8
Week I- Course Overview-Themes and Concepts Management
Case Method as Active Learning Tool. Guidelines for Effective Management Memoranda

KEY Concepts: Strategic human resources management (SHRM), KSAOCs, public sector, nonprofit sector, volunteers, governing boards, talent creed, talent strategy, super-keepers

Objectives:
Upon successful completion of this module you will:
1. Demonstrate knowledge of policy and systemic parameters for Human Resources in Public and nonprofit organizations (Quiz)
2. Discuss paradigms for managing people in organizations (In-class discussion)
3. Explain the what that constitutes public organizations (Memo)
4. Briefly introduce yourself using photo voice. (Photos or Video)

Readings:
1. PYNES – Chapters 1, 12
2. Berger and Berger Chapters 1

Videos/Media:
1. Ask Me Why I Care, Brandy Hodge, https://www.youtube.com/watch?v=HT2jdu5uVsA&list=UUcUGkrJOK11kOlaP9PChDA&index=5
2. Ask Me Why I Care, Phin Xaypangna, https://www.youtube.com/watch?v=t7oMEW8wup0&index=8&list=UUcUGkrJOK11kOlaP9PChDA
3. Ask Me Why I Care, Mary Ellen Guy https://www.youtube.com/watch?v=Vgg0fX5_KC8&index=9&list=UUcUGkrJOK11kOlaP9PChDA

Assignment(s)/Activities:
1. Take Online Quiz 1 (The quiz may be taken twice. The highest score will be recorded (20 points)
2. In Chapter 1, Pynes discusses the size and occupational categories that make up the “Public Sector”: approximately 3 million federal employees, 5.3 million state workers, and over 14 million local civil servants. That’s a lot of people! Doing your own research, write a two-page management memo to a public decision-maker that answers the following:
   (1) What are the 3 major functions/occupational areas where federal civilian are employed?
   (2) What are the top functions/occupations of state workers? For those in local governments?
(3) In what ways do these findings surprise you?

(4) What do you think are 3 potential challenges that public organizations at each level face (or will face) from a HRM perspective over the next 10 years? Be prepared to discuss your findings, and include where you found your information.

OR

Go to Independent Sector Impact (http://www.independentsector.org/wp-content/uploads/2016/12/IS-Nonprofit-Impact2016.pdf) or (http://independentsector.org/) Click on “Sector Impact” at the top of the page. This will lead to information on: Scope, Impact, Volunteering and Economics. Read over all four areas and write a management memo to a public decision-maker (not to exceed two pages) synopsizing your reading and discussing three potential challenges that nonprofits face (or will face) from a HRM perspective over the next ten years.

3. Develop a short slide presentation that best illustrate to the class who you are. Pictures or a short videos are encouraged (3 minutes) Please send your slides/videos to me by my 11:00 pm Monday February 6. We will use them to introduce ourselves Wednesday February 8, 2017.

Feb.15
Week II-Talent Management As an HR Imperative
Reframing Human Resources In Public and Nonprofit Organizations: A talent Management Perspective

Key Concepts: Talent mindset, employee value proposition, talent perspectives, people equity framework, talent optimization, talent context, value models. ACE model, business strategy

Objectives:
Upon successful completion of this module you will:

1. Demonstrate knowledge of policy and systemic parameters for Human Resources in Public and nonprofit organizations (quiz)
2. Develop a talent management vision for your organization or an organization in your community (statement)
3. Discern important personal and organization values (Complete a Value Mapping Exercise)

Readings:
1. Berger and Berger Chapters 51 and 55
2. Olivier Serrat -A Primer on Talent Management (Canvas)
3. OPS Framework For Action: Driving Change, Delivering Results: 2009 (Canvas-Files)
4. Kim Bellissimo, Public Sector Leadership in the 21st Century: The Ontario Public Service (Canvas-Files)

Videos/Media:
1. What is Talent Management? (Video)
   https://www.youtube.com/watch?v=R7MYMVTQ_rg
   https://www.youtube.com/watch?v=zJLiNKV_Oso

Activities/Assignments:
Discussions;

Initial Post Prompt:
1. Discuss how demographic, economics, technological, knowledge workers and other contemporary factors are influencing the management of people in organizations. How does this relate talent management? How do these contemporary factors influence “The “Old Way” vs. “The Old Way” of thinking about talent management? (5 points)
Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Response Prompt:

2. Give an example that you have observed or read about that illustrates one of more of the discussion points above. (3 points)

Please post your response (around 150 words) by Thursday at 11 pm of this week. By the end of the week (Sunday night at 11 pm Eastern Time), post at least one review of a classmate’s post, preferably for a classmate who does not yet have a response.

Assignments:

1. Take Online Quiz 2 (The quiz may be taken twice. The highest score will be recorded (20 points)

2. Develop a Talent Development vision for your organization or an organization in your community (1 page or less) (5 points)

3. Complete a Value Mapping Exercise for yourself and your organization. (10 points)

4. Using the talent management Framework Kim Bellissimo outlined in her document, identify an organization that you believed would benefit from utilizing this framework and develop a one-page profile of that organization (5 points).

Special Note:
The Ontario case study will form the basis for analyzing issues related to talent management. The Province of Ontario was selected by the United Nations as one of the best government organizations in the world. At the basis of this achievement was Ontario’s talent management and development system for attracting, developing, utilizing, restraining and replacing high achieving talent. Drawing upon the talent management framework evidenced in the Ontario Public service HR Plan, you will be asked to develop a model HR plan for your organization or an organization within your community. This will include a plan for attracting, developing, retaining and replacing talent.

Feb. 22
Module III – Job Analysis and Job Design (Dr. Flynn)

Key concepts: job analysis; strategic human resource management; knowledge, skills, abilities, and other characteristics; data collection; job description and job specialization; task inventory; recruitment and selection; reliability and validity in measurement tests; intelligence and personality measures;

Objectives:
Upon successful completion of this module you will:
1. Discuss the different purposes and uses of job analysis (Discussion Board 1)
2. Identify commonly used job analysis and recruitment methods (Quiz)
3. Develop a job description (Written submission)
4. Illustrate a talent recruitment plan (Update to talent management plan)
5. Discuss how technology is changing recruitment and selection (Discussion Board 2)

Readings:
1. Pynes, Chapters 5
2. Berger and Berger 1, 2 and 47
Videos/Media Resources:
1. Job Analysis and Job Design: (video)  
   https://www.youtube.com/watch?v=n5u6hj-WhGA
2. Job Analysis and Job Design Slide Presentation  
   http://www.slideshare.net/aasthatyagi/job-analysis-design-presentation
3. City of Little Rock Position Analysis  
   https://www.littlerock.gov/userfiles/editor/docs/hr/Position_Analysis_Questionnaire.pdf

Activities/Assignment(s):
Discussion(s):

Initial Post Prompt:
1. Joan E. Pynes, citing Guion and Highhoues, notes that "Observing one incumbent rather than another may get biased information." (Text page 169) Are there other reasons information may be biased. How might reliability and validity be affected by information bias? Cite examples. (5 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Response Prompt:
2. Is there legal significance of the job analysis process described above? Explain! (3 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Assignments:
1. Take Online Quiz 3 (The quiz may be taken twice. The highest score will be recorded (10 points)
2. Complete Exercise 5.1 in the Pynes text, page 170 (10 points)
3. Complete Exercise 5.2 in the Pynes text, page 171 (5 points)
4. Develop a one paragraph description for three of the most important position in your selected organization

March 1
Module IV-Recruitment, Selection, Succession and Outplacement (Dr. Flynn)
Key Concepts: Employment screening, reliability, validity, intelligence and personality measures, interview assessment.

Objectives:
Upon successful completion of this module you will:
1. Develop the framework for a talent learning and development program (Update to talent management plan)
2. Identify the requisites for a coaching landscape and key stages in the coaching process (Quiz)
3. Discuss the role of recruitment and selection for achieving optimal organizational performance (Discussion board)
4. Identify criteria for development an employment policy (Case Study)

Readings:
1. Pynes Chapter 6
2. Berger and Berger Chapters 11, 13, 16, 47 and 48

Video/Media Resource:
1. 8 Steps to Recruitment Success

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Activities/Assignment(s):

**Discussion(s):**

**Initial Post Prompt:**
1. “The theory of multiple intelligences maintains that they are many kinds of intelligence that are not measured through standardized paper-and-pencil tests.” (Text page 200-202) Do you see a connection between this theory and information bias. Why or Why not? (5 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

**Response Prompt:**
2. What role do you think relationship of the “big five” personality dimensions should play (or not Play) in employment decisions. Cite examples. (5 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

**Assignments:**
1. Take Online Quiz 6 (The quiz may be taken twice. The highest score will be recorded (20 points)
2. After viewing “The Best Recruiter at Google | Talent Connect San Francisco 2014” compose a two-minute presentation to help persuade a highly qualified individual to join your selected organization
3. Complete Exercise 6.1. in the Pynes text, page 206 (10 points)
4. Complete Exercise 6.2 in the Pynes text, page 207 (5 points)

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March 8
Week V-Coaching, Training, and Developing

**Key Concepts:** Need assessment, individual development program, community of practice, learning management systems, 360-degree feedback, corporate social responsibility

**Objectives:**
Upon successful completion of this module you will:
1. Develop the framework for a talent learning and development program (Update to talent management plan)
2. Identify the requisites for a coaching landscape and key stages in the coaching process (Quiz)
3. Propose strategies for providing performance feedback to employees (Exercise 10.1)
4. Discuss the role of performance management for achieving optimal organizational (Discussion board)

**Readings:**
1. Pynes Chapter 9
2. Berger and Berger Chapters 18, 20, 21, 22, 23, 24, and 25

**Videos/Media:**
1. HR Management: Training and Development:
Activities/Assignment(s):
  Discussion(s):

Initial Post Prompt:
1. One school of thought about training and development is that the focus should be on high performing talent. According to this school of thought, organizations should invest most of their resource in those individuals identified as having the potential to make significant contributions for achieving organizational strategic objectives. Another school of thought, however, argues that talent development should not be about a few special people but about maximizing everyone's strength, championing diversity, and encouraging creativity and innovation. While both schools of thought are valid, organizations seldom have the resources to pursue both schools of thought. Considering current resources, talent, program initiatives, strategic objectives, etc., which school of thought would you embrace for your organization or an organization with which you are familiar?

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Response Prompt:
2. If financial resources were not the primary constraint how would this change or not your school of thought?

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs. (5 points)

Assignments:
1. Take Online Quiz 5 (The quiz may be taken twice. The highest score will be recorded) (10 points)
2. Complete Exercise 9.1. in the Pynes text, page 298 (10 points)
3. Complete Exercise 9.2 in the Pynes text, page 299 (5 points)
4. Complete online activity 2 in Pynes text, page 300 (10 points)

March 15
Week -VI Designing and Conducting Performance Appraisals (Ms. Henderson)

Key Concepts: Motivation theories, Performance appraisal, behaviorally anchored rating scale, employee value proposition, employee value exchange

Objectives:
Upon successful completion of this module you will:
1. Identify major uses of performance evaluations (Quiz)
2. Propose strategies for providing performance feedback to employees (Exercise 10.1)
3. Discuss the role of performance management for achieving optimal organizational (Discussion board)
4. Described how performance feedback would be used in your organization to develop talent. (Undated plan)
Readings:
1. Pynes, Chapter 10
2. Berger and Berger Chapters 4, 6, 7, 9 and 10

Videos/Media:
1. General Electric Will Analyze Atlanta Police Turnover Rate
   http://news.wabe.org/post/general-electric-will-analyze-atlanta-police-turnover-rate
2. Awkward Performance Review
   https://www.youtube.com/watch?v=gdp4sPviV74
3. Giving Feedback - 3 Funny Examples of Giving Employee Feedback
   https://www.youtube.com/watch?v=28N2p3smEsw
4. Giving Feedback for Strong Performance
   https://www.youtube.com/watch?v=tnSE-Cuxp40

Assignment(s)/Activities:

Discussion(s):

Initial Post Prompt:
1. The Province of Ontario report a very low employee turnover rate among its law enforcement employees. In contrast, the Atlanta police department has a very high turnover rate. Use two or more of the motivation theories discussed by Pynes (Pages 306-311) to explain this contrast in turnover rate. (10 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Response Prompt:
2. Assume that monetary equity is achieved between Atlanta and other law enforcement agencies in the region. How would this affect your conclusion about motivation within the Atlanta Police department? (5 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Assignments:
1. Take Online Quiz 6 (The quiz may be taken twice. The highest score will be recorded) (10 points)
2. Complete Exercise 10.1. in the Pynes text, page 335 (10 points)
3. Complete Exercise 10.2 in the Pynes text, page 336 (5 points)
4. Complete online activity one in Pynes text, page 337 (10 points)
5. Discuss issues of motivation and performance with your selected organization. (Update Talent Plan)

March 22 (MS. Elizabeth Deramo-Kollra)
Week - VII Cyber Security as an Imperative for Human Resources Data and Information (Elizabeth)

Key Concepts: HRIS, Talent IS Factors, IS risk and impact analysis, cardinal rule of project management, vulnerability matrix, Security architecture, incident response plan, cyber social engineering

Objectives:
Upon successful completion of this module you will:

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1. Identify the function and uses of human resource information systems for attracting, developing, and maintaining an organization’s workforce (Quiz)
2. Describe factors for developing talent management information systems (Discussion Board)
3. Construct a vulnerability matrix for a public or nonprofit organization (Group exercise)
4. Develop a framework for a talent information system

Readings:
1. Pynes, Chapter 2, pp. 50-60
2. Berger and Berger 49 and 50

Videos/Media:
2. Cyber security 101 https://www.youtube.com/watch?v=sdpxddDzXfE
3. IT Security - U.S. Department of Education https://www2.ed.gov/about/offices/list/om/onboard/docs/it-security.ppt

Assignment(s)/Activities:
Discussion(s):

Initial Post Prompt:
1. The National Democratic Committee (DNC) and the University of Delaware have both experienced major cyber attacks. Emails stolen from the National Democratic Committee were used for political purposes during the 2016 presidential election. A cyber attack on the University of Delaware in 2013, which targeted the personal records of both current and former employees, including student workers, affected 72,000 individuals. The release of DNC emails was rationalized on the bases that Hillary Clinton is a “liberal war hawk” who would misuse American military power if she were president. It is believed that UD’s data was perused for financial gain. Is there an ethical difference to be made about these two cyber attacks? Is there a legal difference? Why or why not? (5 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Response Prompt:
2. The refusal of President Trump’s to release his tax returns during the campaign was a major political issue. If his data had be stolen and released electronically, would the public’s right-to-know outweighed any ethical or legal concerns raised above? (3 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Assignments:
1. Take Online Quiz 7 (The quiz may be taken twice. The highest score will be recorded (10 points)
2. Select an organization that you are familiar with and used framework in reading 4 to develop a cyber vulnerability matrix (Group project)
3. Describe the framework you would used to develop a talent information system

March 29
Spring Break (No Class)

April 5
Week VIII–Talent Analytics and Workforce Planning

Key Concepts: Descriptive and prescriptive analytics, business Intelligence, Metrics Mistakes, degree of analysis, degree of intelligence, three levels of metrics, Knowledge age, age of talent, talent leak, talent segmentation model, analytics value curve.

Objective:
Upon successful completion of this module you will:
1. Articulate and prioritize business objectives, goals and desired outcome
2. Identify matrix that align to objectives
3. Segment matrix by demographics (job, location, performance, tenure, hiring, manager, etc.)
4. Identify meaningful patterns, areas of opportunity, hotspots, anomalies that are out of alignment with objectives

Readings:
1. Berger and Berger Chapter 43, 44 and 45
2. Jac Fitz-Enz, HR Analytics Chapters 1, 2, & 6 (see Canvas)
3. Pynes, Chapter 2, pp. 44-50

Videos/Media:
1. David Green, The 21 best HR Analytics articles of 2015
2. Mike Moore, Workforce Planning
   https://www.youtube.com/watch?v=yElUfm-qP70
3. Al Adamsen, Workforce Planning
   https://www.youtube.com/watch?v=kjbmQ_CysnY

Assignment(s)/Activities:
Discussion(s):
Initial Post Prompt:
1. HR analytics include but are not the same as data mining. Similarly, it is related to but not synonymous with HR information systems. Compare and contrast Talent analytics to these two concepts and explain why it is said to comprise a spectrum of “methods for soliciting workforce intelligence.” (5 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.
Response Prompt:

2. What are the main questions that analytics can help address when developing an effective talent strategy?

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Assignments:

1. Take Online Quiz 8 (The quiz may be taken twice. The highest score will be recorded (10 points)
2. Describe how you would employ analytics in your selected organization (Update Talent Plan) (5)
3. Discuss the concept of business intelligence. How does it apply to public and nonprofit organizations? (Group project)
4. Complete exercise 2.1 (Page 64)

April 12
Week X-Compensation: Wages, Salaries, and Benefits

Key concepts: direct and indirect benefits; internal and external equity; gender gap; pay grade; living wages; defined benefits pension plans; defined contribution pension plans; vesting

Objectives:

Upon successful completion of this module you will:

1. Distinguish between direct and indirect benefits, required and discretionary benefits defined benefits and defined contribution pension systems. (Quiz)
2. Describe compensation’s role in developing an effective talent management program. (Board discussion)
3. Apply compensation and benefit principles to contemporary organizational situations. (Case studies)
4. Develop a compensation framework for attracting, developing and retaining high performing talent. (Update to talent management plan)

Readings:

1. Pynes, Chapters 7 and 8
2. Berger and Berger 26, 27, 28 and 29

Videos/Media:

1. Compensation and Benefits
   https://www.youtube.com/watch?v=CToEVRN6pc4
2. Wage and Salary Administration
   https://www.youtube.com/watch?v=YUCHWrvvit4
3. Compensation and Benefits
   www.cengage.com/management/webtutor/hr/ppt/denisi_HR_1e_ch.09_student.ppt

Assignment(s)/Activities:

Discussion(s):

Initial Post Prompt:

1. Some talent management scholars suggest that the primary focus of compensation programs should be on retaining top talent. Other suggests that it should focus on employees at all levels of the organization. What are your thoughts in this area? Should high performers be the primary focus? Should it address pay differentials? Or, should it be based primarily on rewards for performance? (5 Points)
Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Response Prompt:
2. Reconsider your position above in light of the concept of employment value proposition. What components would you include in your EVP model? (3 Points)

Assignments:
1. Take Online Quiz 9 (The quiz may be taken twice. The highest score will be recorded (10 points)
2. Complete Exercise 7.1 in Pynes text page 243 (10 points)
3. Complete Exercise 8.1 in Pynes text page 271 (10 points)
4. Describe how you will use compensation and benefits in your the talent management program to attract develop and retain high performing human talent (5 points)

April 19
Week IX- Labor Policies and Regulations

Key Concepts: Equal employment opportunity laws, disparate treatment, disparate impact, affirmative action, constitutional rights, employment at will, collective bargaining, closed shop, union shop, mediation, interest arbitration

Objectives:
Upon successful completion of this module you will:
1. Describe the elements of labor – management relations and collective bargaining, and their importance for issues of healthcare, inclusion, union membership, employment security and other contested issues. (Quiz)
2. Distinguish the differences in collective bargaining rights for federal employees state and local employees and nonprofit employees. (Discussion board)
3. Discern the appropriate role of social media and other information technologies during labor negotiations. (Exercise 11.2)
4. Conceptualize how issues of inclusion, differences, collective bargaining, cultural competency and gender equity should be addressed in a talent management program. (Exercise 4.2 and Update to talent management program)

Readings:
1. Pynes, Chapters 3 and 11
2. Berger and Berger 34, 36 and 41

Videos/Media:
1. What is Employment Law? - An Introduction to Employment Law
2. Know Your State and Federal Labor Laws
   https://www.youtube.com/watch?v=Sg1omRXuUD0
3. Labor and Employment Law
   www.swlearning.com/blaw/wbl/wbl_9e/powerpoint/ch33.ppt
4. Fair Labor Standards Act
   https://www.dol.gov/whd/flsa/comprehensive.ppt
Assignment(s)/Activities:

Discussion(s):

Initial Post Prompt:

1. Unionization is said to have both advantages and disadvantages for employees. Discuss these advantages and disadvantages. Give examples either based on your experience or what you have discerned from your readings. What is your general opinion about unions in public and nonprofit organizations? Explain! (5 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Response Prompt:

2. From a public management perspective, what are some of the advantages and disadvantages of unionized organizations? (3 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

Assignment:

1. Take Online Quiz 10 (The quiz may be taken twice. The highest score will be recorded) (10 points)
2. Complete Exercise 3.1 (10 points)
3. Complete Exercise 11.2 (10 points)
4. Describe how you will address labor-management relations and issues of engagement and inclusion in your talent management plan (5 points)

April 26

Week XI-Diversity, Culture, Creativity and Innovation

Key Concepts: Glass ceiling, sexual harassment, cultural competence, sexual orientation, valuing differences

Objectives:

Upon successful completion of this module you will:

1. Discuss why managing Diversity is important to strategic human resources management (Discussion)
2. Describe the multiple dimension of diversity (Online Activity)
3. Explain the limits of diversity (Exercise 4.2)
4. Identify opportunities in which differences can enhance organizational outcomes (Talent Plan)

Readings:

1. Pynes, 4
2. Berger and Berger 34, 36 and 41

Videos/Media:

1. Diversity in the Workplace - YouTube
   https://www.youtube.com/watch?v=MtD8A__a8WQ
2. Diversity Challenges-What Would You Do?
   https://www.youtube.com/watch?v=n6kUaDp5FVU
Assignment(s)/Activities:

Discussion(s):

**Initial Post Prompt:**

1. Explain why complying with the law and managing diversity are said not to be the same. Why is managing diversity important to Strategic human resources management in public and nonprofit organizations? (5 points)

   Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

**Response Prompt:**

2. What are some the differences that employees bring with them to the workplace? And, how can manager prepare to effectively lead and direct a diverse workforce (3 points)

   Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences differ from or are similar to theirs.

**Assignments:**

1. Take Online Quiz 11 (The quiz may be taken twice. The highest score will be recorded (10 points)
2. Complete exercise 4.2
3. Complete online activity 2 in Pynes text page 134,
4. How will you address differences in your selected organization (Updated your Talent plan)

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**May 3**

**Week XII- Human Resources Ethics and Talent Management**

**Key Concepts:**

**Objectives:**

Upon successful completion of this module you will:

1. Know how to acquire and disseminate information through ethical and responsible means (Quiz)
2. Critically explore and evaluate the ethical nature of human resource management (Case Study)
3. Identify and define current ethical and moral issues confronting HR managers (Case Study)
4. Compare, contrast and critically appraise a range of approaches to ethical analysis (Discussion Board)

**Readings:**

1. Carter, Alison, *Ethical dilemmas in HR practice: A paper from HR in a disordered world: IES Perspectives on HR 2015* (Canvas)
2. Assessing alternatives Ethically (Canvas)
3. Ethics Case Studies Impact of Social Media (Canvas)
4. Pynes Chapter 2, pp. 61-63

**Videos/Media:**

1. The Ethical Human Resources Director
   
   [https://www.youtube.com/watch?v=B0wI05I4NKc](https://www.youtube.com/watch?v=B0wI05I4NKc)
2. HR Management: Ethics & Fairness
https://www.youtube.com/watch?v=hsH3RujWDGI

Assignment(s)/Activities:
Discussion(s):

_initial_post_prompt:

1. The bipartisan watchdog group Citizens for Responsibility in Government in Washington, or CREW, suing President Donald Trump for taking money from foreign governments through his business ventures. According to CREW, the framers of our country anticipated that such a situation would occur, and that it would lead to corruption. They included in the Constitution a clause — the so-called emoluments clause -- that prohibits officers of the United States from accepting anything of value from foreign governments without explicit congressional permission. Using criteria outlined in “Assessing Alternatives Ethically”, discuss the validity of this allegation against the President. Are there ethical implications that you would like the President to consider.

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences/ opinions differ from or are similar to theirs.

_response_prompt:

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences/opinion differ from or are similar to theirs.

2. How does this discussion relate to ethical standards for strategic human resource management discussed on page 61 in the Pynes textbook? Is the concept of “alternative facts” to this discussion? Explain! (5 points)

Please post your initial response (around 250 words) by Sunday at 11 pm of this week. By Monday night at 11 pm Eastern Time post at least one follow-up response (around 100 words) to a classmate, indicating how your experiences/opinions differ from or are similar to theirs.

Assignments:
1. Take Online Quiz 12 (The quiz may be taken twice. The highest score will be recorded (10 points)
2. Complete group assigned case studies (Handout)
3. Employee Ethics Case Study: What Should Hiring Supervisor Do? (Case Study)
4. First set of Project Presentations

May 10
Week XIII- Second Set of Project Presentations

May 17
Week XIV-Third Set of Project Presentation