



## Human Resource Management in the Public and Nonprofit Sectors Spring 2012

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**Office Hours:** Thursdays, 5PM-6:45PM, and by appointment in Santa Fe Center library

**Section Information:** URPA 5351, Section 001

**Time and Place of Class Meetings:** Monday and Wednesday, 6PM-9:50PM  
UTA Santa Fe Center, 1401 Jones Street, Fort Worth, TX 76102

*The purpose of this course is to familiarize students with the key functions of human resource management in government agencies and nonprofit organizations. In this survey course, we will discuss the assumptions, values and theories that underlie public and nonprofit human resource management, and consider how human resource professionals can impact employee performance and satisfaction. We will examine the latest research regarding the efficacy of some popular human resource strategies, and learn the major legal requirements of human resource management in public organizations. Topics discussed in this course include the evolution of civil service; employee selection, training and development; position analysis and job evaluation; employee performance management and compensation; employee wellbeing; diversity and collective bargaining.*

### Course Objectives

1. Identify and describe key assumptions, values and theories that underlie human resource management in public and nonprofit organizations.
2. Contrast the incentives provided to and the motivations of public, nonprofit and government managers and employees.
3. Critically analyze theory and research in the field of human resource management.
4. Demonstrate the ability to research complex public issues, apply what is learned to practical settings, and communicate what is learned orally and/or in writing.

### NASPAA proficiencies

1. **Domain: The ability to lead and manage in public governance**
  - a. Manage projects
  - b. Lead and manage people and value-added human resources
  - c. Identify the internal organizational factors including culture that affects public organizational performance
  - d. Manage organizational changes through the application of organization theory and public management models
  - e. Lead and manage in the politically charged context of public policy making and implementation
2. **Domain: The ability to participate in and contribute to the policy process**
  - a. Understand and apply the legal context of public affairs, administration, and policy
4. **Domain: The ability to communicate and interact productively with a diverse and changing workforce and citizenry**
  - a. Demonstrate oral communications proficiency: Presents information accurately, clearly, concisely, and persuasively to help public decision making;

- b. Value diversity and the contribution of multiple 'world views' to the effective identification of the most appropriate policy option
- 5. Domain: The ability to articulate and apply a public service perspective**
  - a. Demonstrate command of key elements of personal and professional ethics
  - b. Understand and apply concepts of social equity to public affairs, administration, and policy
  - c. Lead by understanding and accepting differences and by building consensus around public service values

**Required Textbooks and Other Course Materials:**

**Required Texts:**

1. Noe, Hollenbeck, Gerhart and Wright. (2010). *Human Resource Management*, 7<sup>th</sup> Edition. New York: McGraw-Hill Irwin. (Referred to as NHGW)
2. Reeves, T. Z. (2006). *Cases in Public Human Resource Management*, 2<sup>nd</sup> Edition. Boston, MA: Wadsworth, Cengage Learning ISBN: 0534602401 (Referred to as TZR)
3. Articles available through the UTA library or on the internet, listed in the course outline.

**Recommended Text (purchasing these textbooks is optional):**

4. Condrey, S. E. (2010). *Handbook of Human Resource Management in Government*, 3<sup>rd</sup> Edition. San Francisco: John Wiley & Sons, Inc.
5. Barbeito, C. L. (2004). *Human Resource Policies and Procedures for Nonprofit Organizations*. San Francisco: John Wiley & Sons, Inc.

**Descriptions of major assignments and examinations:**

**Quizzes:** You will have the opportunity to show off your grasp of the topics discussed in class twice during the semester. These quizzes will be essay form. You will not be permitted to use your text, computer or phone, and you may not phone a friend, but you may bring in one page of hand-written notes. (100 points total)

**Paper:** Interview at least three people at a nonprofit organization or government agency for which you would like to work, or an organization where you have contacts (NOT your current employer). One interviewee should be in HR, one in management, and one front line employee. Your interviews should ask questions that will allow you to analyze the human resource management of that organization, both how it works in practice and how organizational leadership intends it to work. After interviewing, you are expected to write a professional report explaining the structure and processes of HR in this organization, and your recommendations for changes based on the readings you have done for this class. You must refer to class readings, and show how specific problems the organization is encountering can be addressed using HR policies or procedures. Your paper should be about 15-20 double spaced pages or 10 single spaced pages. Please professionally cite all sources using APA standards.

**Participation:** You will choose a small group for in-class discussions. At the end of the semester, you will have the chance to grade the participation of your discussion group members. Your participation points will be informed by your classmates assessments of your contributions in small group discussions, as well as my assessment of your contributions to class discussions overall. This score will also be influenced by attendance and timeliness.

**My Case (optional):** We will be doing a lot of case analysis in this class. Most of the cases discussed are real-life situations that occurred in the past. It occurs to me that many of you are currently working, and may have HR situations of your own you would like to have addressed in class. To have your situation considered anonymously, please email me the important details of the situation, and if it pertains to course material and fits in the schedule, I will bring it to the class for discussion.

**Attendance:** You are expected to attend class and participate each week. If you have work conflicts that will interfere with more than one class period, please inform me in advance and an arrangement can be made to allow you to make up participation points. If you miss more than one class, and do not make arrangements with me, your participation grade will be a "B" or lower. If you miss half of the classes, it will be 50% or lower.

**Grading:**

	<i>Points</i>	<i>Grade Distribution</i>	
Attendance and Participation	50	90.1-100%	A

Quiz 1	40	80.1-90%	B
Quiz 2	60	70.1-80%	C
Paper	100	60.1-70%	D

Late assignments and make-up quizzes are not accepted unless prior arrangements have been made. Late assignment grades are reduced by 10% per week late.

Grade appeals: If you believe your paper or quiz was graded in error, you may appeal it by typing a note explaining why you believe your grade is incorrect and attaching it to your original graded document. For a quiz, your appeal must refer to the text or other class readings to be accepted.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance; unexplained non-attendance will result in an F for the course.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but not limited to) "cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (UT System Regents' Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Scholastic dishonesty is a crime against those who do their fair share and play by the rules, for it allows cheaters to reap the rewards provided by superior grades and compete against those who have worked hard to earn rewards. Every time a cheater receives a job offer after graduation due to their performance in graduate school, there exists a hard-working student who didn't get the job for which he or she was the best qualified applicant. Please know that I use computer software to check for plagiarism, and if I suspect that a student's assignment is inauthentic, I will quiz him or her about what he or she wrote. I do this to protect the vast majority of my students who are honest from unfair results.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to [resources@uta.edu](mailto:resources@uta.edu), or visiting [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**Librarian to Contact:** Mitch Stepanovich or [www.library.uta.edu/ask](http://www.library.uta.edu/ask)

**Course Schedule (tentative, subject to change)**

<b>Date</b>	<b>Readings</b>	<b>Deliverables</b>
<b>1/18</b>	<i>introduction, syllabus, pre-test, Civil Service Reform</i> Lynn, D. & Klingner, D. E. (2010). "Beyond Civil Service: The Politics of the Emergent Paradigms." In Condrey, S. E. ed. <i>Handbook of Human Resource Management in Government, 3<sup>rd</sup> Edition</i> . San Francisco: John Wiley & Sons, Inc. 45-72. (on e-reserves) Hamilton, D.K. (2010). Patronage in Illinois: The Political Subjugation of Public Administration. <i>Review of Public Personnel Administration</i> , 30, 137-165. Crowell, E. B. & Guy, M. E. (2010). Florida's HR Reforms: Service First, Service Worst, or Something in Between? <i>Public Personnel Management</i> , 39(1), 15-46.	none
<b>1/23</b>	<i>Ethics, Employee Rights and Equal Employment Opportunity</i> NHGW: 3; TZR: 17, 26, 29, 30 Hartman, J., Homer, G. W., Reff, A. H. (2010) "The legal issues in Human Resource Management." In Condrey, S. E. ed. <i>Handbook of Human Resource Management in Government, 3<sup>rd</sup> Edition</i> . San Francisco: John Wiley & Sons, Inc. 423-454. (on e-reserves). Dresang, D. (2009). Ethics, Rights and Responsibilities (Chapter 3), <i>Personnel Management in Government Agencies and Nonprofit Organizations</i> (on e-reserves)	
<b>1/25</b>	<i>Employee Motivation and Well-being</i> TZR: 5, 12, 13, 28 Gabris, G. T. & Davis, T. J. Challenges in Motivating the Public Sector Employee. Hays, Kearney, & Cogburn (eds). <i>Public Human Resource Management: Problems and Prospects, 5<sup>th</sup> edition</i> , 142-169 (on e-reserves). Seijts, G. H.; Latham, G. P.; Tasa, K. & Latham, B. W. 2004. Goal Setting & Goal Orientation: An Integration of Two Different Yet Related Literatures. <i>Academy of Management Journal</i> , 47(2), 227-239. Humphrey, S. E., Nahrgang, J. D., & Morgeson, F. P. 2007. Integrating Motivational, Social, and Contextual Work Design Features: A Meta-Analytic Summary and Theoretical Extension of the Work Design Literature. <i>Journal of Applied Psychology</i> , 92(5), 1332-1336. Luthans (2008) "Positive Organizational Behavior" & "Stress and Conflict" <i>Organizational Behavior</i> . (pp. 204-211, 222-233, and 245-270). (on e-reserves) Muchelutti & Schenkel (2009) "Working for Nothing and Being Happy" in Destefanis & Musella (eds). <i>Paid and Unpaid Labour in the Social Economy: An International Perspective</i> . (pp. 81-89) (on e-reserve)	Statement of Organization Selection (email is fine)
<b>1/30</b>	<i>Secession Planning, Job Analysis &amp; Job Design</i> NHGW: 4 & 5; TZR: Case 3, 18, 21 Foster, M.R. (2010). Applying Effective Job Analysis Methods. In Condrey, S. E. ed. <i>Handbook of Human Resource Management in Government, 3<sup>rd</sup> Edition</i> . San Francisco: John Wiley & Sons, Inc. 587-614. (on e-reserves). Liebowitz, J. 2004. Bridging the Knowledge and Skills Gap: Tapping Federal Retirees. IBM Center for the Business of Government. Available at: <a href="http://www.businessofgovernment.org/sites/default/files/LiebowitzReport.pdf">http://www.businessofgovernment.org/sites/default/files/LiebowitzReport.pdf</a>	Quiz 1 (on first 4 topics)
<b>2/1</b>	<i>Employee Selection</i> NHGW 6, TZR: Case 1, 2, Paynes Exercise 7.1 (case), Paynes Exercise 7.2 (case) Gasley, B. (2009). Personnel recruitment and retention in the nonprofit sector. In Hays, Kearney, & Cogburn (eds). <i>Public Human Resource Management: Problems and</i>	

	<p><i>Prospects</i>, 5<sup>th</sup> edition, 79-92. (on e-reserves)</p> <p>Pynes, J. E. (2009). Recruitment and Selection in the public and nonprofit sectors. <i>Human Resource Management for Public and Nonprofit Organizations</i>. 180-198. (on e-reserves)</p>	
<b>2/6</b>	<p><i>Performance Appraisal</i></p> <p>NHGW: 8; TZR: Case 2, 9, 19, 22</p> <p>Daley, D. D. 2010. "Designing effective performance appraisal systems." In Condrey, S. E. ed. <i>Handbook of Human Resource Management in Government</i>, 3<sup>rd</sup> Edition. San Francisco: John Wiley &amp; Sons, Inc. (on e-reserves)</p>	
<b>2/8</b>	<p><i>Employee Training &amp; Development</i></p> <p>NHGW: 7 &amp; 9; TZR: Case 20</p> <p>The Ill-Prepared U. S. Workforce (Executive Summary ONLY).  <a href="https://www.shrm.org/Communities/VolunteerResources/WebcastArchivesforVolunteerLeaders/Documents/Key_Findings_The_Ill-Prepared_US_Workforce.pdf">https://www.shrm.org/Communities/VolunteerResources/WebcastArchivesforVolunteerLeaders/Documents/Key_Findings_The_Ill-Prepared_US_Workforce.pdf</a></p>	
<b>2/13</b>	<p><i>Employee Separation, Retention &amp; Collective Bargaining</i></p> <p>NHGW: 10, 14; TZR: Case 15, 23, 25, 27</p> <p>Goodman &amp; French (2011). Assessing the Temporary Use of At-will Employment for Reorganization and Workforce Reduction in Mississippi State Government. <i>Review of Public Personnel Administration</i>, 31(3), 270-290.</p>	
<b>2/15</b>	<p><i>Compensation</i></p> <p>NHGW: 11, 12, &amp; 13. TZR: Case 4, 6, 10, 11</p> <p>Ben-Ner, A., Ren, T. &amp; Paulson, D. (2011). "A Sectoral Comparison of Wage Levels and Wage Inequality in Human Services Industries." <i>Nonprofit and Voluntary Sector Quarterly</i>, 40, 608-33</p>	<p>Quiz 2 Paper Due?</p>