



Human Resource Management in the Public and Nonprofit Sectors Summer 2013

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Office Hours: time TBD, online chat room, and by appointment (in person or Skype/BlackBoard).

Section Information: URPA 5351, Section 001

Time and Place of Class Meetings: Online

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. Raymond Noe, John Hollenbeck, Barry Gerhart, Patrick Wright (2014). *Fundamentals of Human Resource Management*, 5th Edition. McGraw Hill. (Referred to as NHGW).
http://www.amazon.com/Fundamentals-Human-Resource-Management-Raymond/dp/0078112613/ref=dp_ob_title_bk
2. Reeves, T. Z. (2006). *Cases in Public Human Resource Management*, 2nd Edition. Boston, MA: Wadsworth, Cengage Learning ISBN: 0534602401 (Referred to as TZR)
http://www.amazon.com/Cases-Public-Human-Resource-Management/dp/0534602401/ref=la_B0028844HM_1_1?ie=UTF8&qid=1368214088&sr=1-1
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*, 3rd Edition. San Francisco: John Wiley & Sons, Inc. (a practical guide you may wish to have on your shelf if you plan to manage people in a public organization)
5. Barbeito, C. L. (2004). *Human Resource Policies and Procedures for Nonprofit Organizations*. San Francisco: John Wiley & Sons, Inc. (a practical guide you may wish to have on your shelf if you plan to manage people in a nonprofit organization)

Descriptions of major assignments and examinations:

1. Weekly Quizzes. These are multiple choice or true/false and are based on the week's readings (4-5 points each).
2. Final Exam: You will have the opportunity to show off your grasp of the topics discussed in class. This test will be open book and essay form, and must be completed individually (50 points).
3. Project: Choose a project at an organization for which you work or volunteer. This project must be outside of your regular work duties (but can be a part of your job), and must be approved by your supervisor or the HR manager (if applicable) and by your instructor (me). You have considerable latitude in choosing your project, but it must relate to HR. Examples of possible projects include conducting a staff survey or focus group on an HR related issue, beginning an employee recycling program (or other initiative) and getting your colleagues on board by organizing a kick-off event or a training, conducting a labor market analysis, preparing a training program on an HR topic, or taking on a mentee. Think of this project as an opportunity to form relationships with key people at your organization or conduct a project that will improve your resume while you learn about a sub-field of HR that is interesting to you. For this project, you are expected to:
 - a. Gather information at the UTA library about your project area (www.uta.edu/library). For example, if you are developing a training session, you are expected to research the academic and practitioner literatures regarding effective training and regarding your topic or if you are going to start a recycling program, you will research how to motivate employees to adopt a new organizational initiative. Good credible sources of information are given in the lecture, and while there is much good information available on the web, you are encouraged to use caution when considering websites. The first part of your report will outline your findings in bullet-point form (before you begin your project). Use this part of the report to tell your instructor how you will do your project, and how your research supports this method. You must cite your sources, and at least one must come from an academic journal. You may cite the text and class readings in this section, but must have at least three additional sources. This portion of your report need not be long; you are not writing a research paper. The point is to show how the research supports your choice of how to implement your project. You will receive feedback from me, and are encouraged to use this feedback as you conduct your project (50 points).
 - b. Conduct your project and report the results. This part of the technical report will explain exactly how you executed your project and your findings. For example, if you conducted an employee focus group about occupational safety, you will write how you prepared for the meeting, selected the participants, and facilitated the focus group meeting in addition to what you learned about occupational safety. This section may consist of bullet points, detailing how

you implemented your planned project (for example, step 1 was to ..., Step 2 was to ..., etc. Be sure to refer back to part a's research! (70 points)

- c. Reflect upon your experience. State what went well and not so well, and most importantly, what you learned. Explain how the research helped (or failed to help) you in your experience. (30 points)

4. Participation in online discussions:

A note about online discussions: Discussions require the back-and-forth exchange of facts, experiences and opinions. For this reason, please respond on each discussion at least twice, more is better. Stating that you agree or disagree with a post is fine, but you will only be given points for posts where you make a substantial contribution to the discussion.

You will participate in a small group for a short case analysis each week, which someone in your group will post to the discussion board. Your group will also be responsible for responding to posts made by other class members or your instructor on your case analysis. Each member of your group will receive three points for your case analysis, and each individual will receive a point to comment on another group's case analysis twice. At the end of the semester, you will have the chance to grade the participation of your group members, which will inform my determination of your participation grade.

You will also earn participation points by participating in discussions, which will be explained in the lecture each week. You will be required to comment at least twice on three discussion questions most weeks, though some weeks will have less discussion. Please respond to others who have responded to you. That is, have a real conversation online. We will also have some appointments throughout the semester for live discussions with the instructor present.

- 5. Job Analysis & Performance Appraisal Group Activity: You will do a short assignment as a team instead of a case analysis during the performance appraisal class lecture. It will be a partial job analysis and performance review form for a public or non-profit managerial job. Instructions will be on the PowerPoints for that week. (20 points)

- 6. My Case (optional): We will be doing a lot of case analysis. The cases discussed are all 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

Grading:

	<i>Points</i>	<i>Grade Distribution</i>	
Participation in Discussions and in Small Groups (including job analysis activity)	100	90.1-100%	A
Weekly Quizzes	50	80.1-90%	B
Project	150	70.1-80%	C
Final	50	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 (via email is fine). 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 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, or visiting 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

Course Schedule (tentative, subject to change)

<i>Date</i>	<i>Readings</i>	<i>Deliverables</i>
6/3-6/9	<i>introduction, syllabus, pre-test, Civil Service</i> NHGW pp. 3-17; Chapter 16 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, 3rd Edition</i> . San Francisco: John Wiley & Sons, Inc. 45-72	none

	<p>Kim, J. & Kellough, J. At-Will Employment in the States: Examining the Perceptions of Agency Personnel Administrators. Forthcoming in <i>Review of Public Personnel Administration</i>.</p> <p>Hamilton, D.K. (2010), Patronage in Illinois: The Political Subjugation of Public Administration. <i>Review of Public Personnel Administration</i>, 30, 137-165.</p> <p>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.</p>	
6/10-6/16	<p><i>Ethics, Employee Rights and Equal Employment Opportunity</i> NHGW: pg. 17-20; 30-35; 47-54; 63-83; 476-482. TZR: 17, 26, 29, 30, Case 56</p> <p>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, 3rd Edition</i>. San Francisco: John Wiley & Sons, Inc. 423-454. (on e-reserves).</p> <p>Roberts, R. (2010). Damned If You Do and Damned If You, Don't: Title VII and Public Employee Promotion Disparate Treatment and Disparate Impact Litigation, <i>Public Administration Review</i>, 582-590.</p> <p>Dresang, D. (2009). Ethics, Rights and Responsibilities (Chapter 3), <i>Personnel Management in Government Agencies and Nonprofit Organizations</i> (on e-reserves)</p> <p>Sharp, Aguirre, & Kickman (2011). Case 56: Weekend Racist. <i>Managing in the Public Sector</i>, Longman.</p>	
6/17-6/23	<p><i>Employee Motivation and Well-being</i> NHGW pp. 83-92; TZR: 5, 12, 13, 28</p> <p>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, 5th edition</i>, 142-169 (on e-reserves).</p> <p>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.</p> <p>Luthans (2008) "Positive Organizational Behavior" & "Stress and Conflict" <i>Organizational Behavior</i>. (pp. 204-211, 222-233, and 245-270). (on e-reserves)</p> <p>Worth, M. J. (2012). Chapter 9 "Managing Volunteers" <i>Nonprofit Management: Principles and Practice, 2nd Edition</i>. Sage.</p> <p>Hamann, D. & Foster, N. An Exploration of Job Demands, Job Control, Stress and Attitudes in Public, Nonprofit and For-Profit Employees, forthcoming in <i>Review of Public Personnel Administration</i>.</p>	Send email to instructor with project choice for approval (and forward supervisor acceptance of project if applicable)
6/24-6/30	<p><i>Secession Planning, Job Analysis & Job Design</i> NHGW: pp. 30-35; Chapters 4 & 5; TZR: Case 3, 18, 21</p> <p>Foster, M.R. (2010). Applying Effective Job Analysis Methods. In Condrey, S. E. ed. <i>Handbook of Human Resource Management in Government, 3rd Edition</i>. San Francisco: John Wiley & Sons, Inc. 587-614. (on e-reserves).</p> <p>Liebowitz, J. 2004. Bridging the Knowledge and Skills Gap: Tapping Federal Retirees. IBM Center for the Business of Government. Available at: http://www.businessofgovernment.org/sites/default/files/LiebowitzReport.pdf</p>	
7/1-7/7	<p><i>Employee Selection</i> NHGW Chapter 6, TZR: Case 1, 2, Case 61, 64</p> <p>Gasley, B. (2009). Personnel recruitment and retention in the nonprofit sector. In Hays, Kearney, & Cogburn (eds). <i>Public Human Resource Management: Problems and Prospects, 5th edition</i>, 79-92. (on e-reserves)</p> <p>Sharp, B. S., Aguirre, G. & Kickman K. (2011). Case 61-The Ghost Worker at the Nonprofit and Case 64-The Lazy Volunteer. <i>Managing in the Public Sector</i>. Pearson, pp. 126-128 & 130-132.</p> <p>Roberts, R. (2010). Damned If You Do and Damned If You Don't: Title VII and Public Employee Promotion Disparate Treatment and Disparate Impact Litigation, <i>Public Administration Review</i>, 582-590.</p>	

7/8-7/14	<p><i>Performance Appraisal</i> NHGW: 8; TZR: Case 2, 9, 19, 22 Daley, D. D. 2010. "Designing effective performance appraisal systems." In Condrey, S. E. ed. <i>Handbook of Human Resource Management in Government</i>, 3rd Edition. San Francisco: John Wiley & Sons, Inc. (on e-reserves) Becker, K., Antuar, N., & Everett, N. (2011). Implementing an Employee Performance Management System in a Nonprofit Organization. <i>Nonprofit Management and Leadership</i>, 21, 255-271.</p>	Part a of Project due
7/15-7/21	<p><i>Employee Training & Development</i> NHGW: Chapters 7 & 9; 484-487; TZR: Case 20 The Ill-Prepared U. S. Workforce (Executive Summary ONLY). https://www.shrm.org/Communities/VolunteerResources/WebcastArchivesforVolunteerLeaders/Documents/Key_Findings_The_Ill-Prepared_US_Workforce.pdf Sharp, B. S., Aguirre, G. & Kickman K. (2011). Case 14-Tuition Reimbursement Program. <i>Managing in the Public Sector</i>. Pearson, pp. 39-43. Valcik, N. A. & Benavides, T. J. (2012). Chapter 10: Mentoring Employees in the Workplace. <i>Practical Human Resources for Public Managers</i>. CRC Press. Pg. 137-148.</p>	
7/22-7/28	<p><i>Employee Separation, Retention & Collective Bargaining</i> NHGW: Chapters 10, 14; TZR: Case 15, 23, 25, 27 Sharp, Aguirre, & Kickman (2011). Case 63: University President Protests Football Official's Decision. <i>Managing in the Public Sector</i>, Pearson, pp. 130</p>	
7/29-8/4	<p><i>Compensation</i> NHGW: Chapters 11, 12, & 13. TZR: Case 4, 6, 10, 11 Mulvaney, M. M., McKinney, W. R. and Grodsky, R. (2012). The development of a performance appraisal system for a municipal agencies: A case study. <i>Public Personnel Management</i>, 505-533.</p>	
8/5-8/13	<p><i>Final Exam</i></p>	Final Project Due