Human Resource Management in the Public and Nonprofit Sectors
Fall 2013 Online Class

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

Section Information: URPA 5351, Section 500

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 and nonprofit 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 (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. 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. One interviewee should be in HR (if possible), one (or two) in management, and one (or two) front line employees. Your interviews should ask questions that will allow you to analyze one human resource management practice (e.g., recruitment and selection, training and development, compensation and benefits, unions or employee involvement practices, dispute resolution practices or workplace investigations, EEO compliance, etc.) in that organization, both how it works in actuality and how organizational leadership intends it to work. After interviewing these people (you do not need to include transcripts of your interviews), you are expected to write a paper detailing the organization's efforts in your topic area (you can also refer to their website), and your recommendations for changes based on your work in this class. You must refer to class readings and the textbook. Your paper should be about 4-6 single spaced pages. Please professionally cite all sources using APA standards.

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 must POST its case analysis on the discussion board by **Thursday**, allowing the rest of the class to comment on your analysis. 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 two points for your case analysis, and each individual will receive a point to comment on another group's case analysis twice. 8 weekly points will be awarded for your level of participation on the discussion boards. 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 small group 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. 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. 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:

	Points	Grade Distribution	
Participation in Discussions and in Small Groups (12 points per week, remainder points from team peer assessment)	100	*90.1-100%*	*A*
Weekly Quizzes	30	*80.1-90%*	*B*
Paper	50	*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://wweb.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)

Date	Readings	Deliverables
10/14-10/20	*introduction, syllabus, pre-test, Civil Service* NHGW pp. 3-17; Chapter 16; TZR Case 17 Lynn, D. & Klingner, D. E. (2010). "Beyond Civil Service: The Politics of the Emergent Paradigms." In Condrey, S. E. ed. *Handbook of Human Resource Management in Government, 3rd Edition*. San Francisco: John Wiley & Sons, Inc. 45-72 Kim, J. & Kellough, J. At-Will Employment in the States: Examining the Perceptions of Agency Personnel Administrators. Forthcoming in *Review of Public Personnel Administration.* Hamilton, D.K. (2010), Patronage in Illinois: The Political Subjugation of Public Administration. *Review of Public Personnel Administration*, 30, 137-165.	
10/21-10/27	*Equal Employment Opportunity* NHGW: pg. 17-20; 30-35; 47-54; 63-83; 476-482. TZR: 14, 27, 28, 29, Case 56 Hartman, J., Homer, G. W., Reff, A. H. (2010) "The legal issues in Human Resource Management." In Condrey, S. E. ed. *Handbook of Human Resource Management in Government, 3rd Edition.* San Francisco: John Wiley & Sons, Inc. 423-454. (on e-reserves). Sharp, Aguirre, & Kickman (2011). Case 56: Weekend Racist. *Managing in the Public Sector*, Longman. Voss, G. (2013) "You may think of yourself as a fair person…" Women's Health Magazine,	

	April. (on e-reserves)	
10/28-11/3	*Employee Motivation and Well-being* NHGW pp. 83-92; TZR: 5, 12, 13, 26, 64 Gabris, G. T. & Davis, T. J. Challenges in Motivating the Public Sector Employee. Hays, Kearney, & Coggburn (eds). *Public Human Resource Management: Problems and Prospects, 5th edition*, 142-169 (on e-reserves). Luthans (2008) "Positive Organizational Behavior" & "Stress and Conflict" *Organizational Behavior*. (pp. 204-211, 222-233, and 245-270). (on e-reserves) Worth, M. J. (2012). Chapter 9 "Managing Volunteers" *Nonprofit Management: Principles and Practice, 2nd Edition*. Sage. Hamann, D. & Foster, N. An Exploration of Job Demands, Job Control, Stress and Attitudes in Public, Nonprofit and For-Profit Employees, forthcoming in *Review of Public Personnel Administration*. Sharp, B. S., Aguirre, G. & Kickman K. (2011). Case 64-The Lazy Volunteer. *Managing in the Public Sector*. Pearson, pp. 126- 128 & 130-132.	
11/4-11/10	*Secession Planning, Job Analysis, and Employee Recruitment* NHGW: pp. 30-35; Chapters 4 & 5; TZR: Case 3, 16, 18, 61 Foster, M.R. (2010). Applying Effective Job Analysis Methods. In Condrey, S. E. ed. *Handbook of Human Resource Management in Government, 3rd Edition*. San Francisco: John Wiley & Sons, Inc. 587-614. (on e-reserves). Sharp, B. S., Aguirre, G. & Kickman K. (2011). Case 61-The Ghost Worker at the Nonprofit. *Managing in the Public Sector*. Pearson, pp. 126- 128 & 130-132.	
11/11-11/17	*Employee Selection, Training and Development* NHGW Chapter 6, 7, 9; 484-487 TZR: Case 1, 2, 20 Blackmar, J. & LeRoux, K. (2012). Enhancing learning and skill development among paid staff and volunteers in nonprofit organizations. In Ronald J. Burke, & Cary L. Cooper (Eds.), *Human Resource Management in the Nonprofit Sector*. (on e-reserves) Valcik, N. A. & Benavides, T. J. (2012). Chapter 10: Mentoring Employees in the Workplace. *Practical Human Resources for Public Managers*. CRC Press. Pg. 137-148. Sharp, B. S., Aguirre, G. & Kickman K. (2011). Case 14-Tuition Reimbursement Program, *Managing in the Public Sector*. Pearson, pp. 126- 128 & 130-132.	
11/18-11/24	*Performance Appraisal, Employee Discipline, Employee Retention* NHGW: 8, 10; TZR: Case 2, 9, 19, 22, 30 Daley, D. 2010. "Designing effective performance appraisal systems." In Condrey, S. E. ed. Handbook of Human Resource Management in Government, 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. *Nonprofit Management and Leadership, 21,* 255-271. Mulvaney, M. M., McKinney, W. R. and Grodsky, R. (2012). The development of a performance appraisal system for a municipal agency: A case study. *Public Personnel Management*, 505-533.	
11/25-12/2	*Collective Bargaining and Compensation* NHGW: Chapters 11-14; TZR: Case 4, 6, 10, 11, 15, 23, 25	Essay test
12/6		Final Paper Due