



PAPP 5351-001
Human Resource Management in the Public and Nonprofit Sectors
Spring 2019

Class Meetings	Mondays, 6:00 – 8:50 PM, ARCH204
Instructor	Dr. Jiwon Suh (https://mentis.uta.edu/explore/profile/jiwon-suh)
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Office Hours	By appointment

COURSE DESCRIPTION

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.

Student Learning Outcomes

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, R., Hollenbeck, J., Gerhart, B., Wright, P. (2018). *Fundamentals of Human Resource Management*, (7th Ed.). McGraw Hill. (Referred to as NHGW).
2. Reeves, T. Z. (2006). *Cases in Public Human Resource Management* (2nd ed.). Boston, MA: Wadsworth, Cengage Learning ISBN: 0534602401 (Referred to as TZR)
3. Naff, et al. (2013). *Personnel Management in Government: Politics and Process* (7th ed). CRC Press Taylor & Francis Group. (Referred to as Naff)
4. Articles available through the UTA library or on the internet, listed in the course outline. There is a reserve for the articles in the library.

Recommended Text (purchasing these textbooks is optional)

5. Condrey, S. E. (2010). *Handbook of Human Resource Management in Government*, (3rd Ed.) 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)
6. 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. You will have two hours to take the quiz. You may use your lecture and reading materials during the quiz, but need to read before taking the quizzes so you know where to look.
2. Exams: You will have two opportunities to show off your grasp of the topics discussed in class. These exams are a combination of essay questions and short answer questions. Both exams will be open book and must be completed individually.
3. Case Study Presentation (Group Assignment): You will participate in a small group for three short case analysis mainly from the Reeves text book. You will be assigned a group to work with throughout the class and prepare a 15-20 minutes presentations using PowerPoint on a case that your group chooses. Someone in your group will submit the presentation file on Blackboard. Your group must submit its case analysis by Monday at 5:59 pm (before the class presentation). If a member of your group does not participate in the case study their name should not be included on your submission.
4. Case Study Written Report (Individual Assignment): You will submit a 2-3 pages written report responding to the questions asked at the end of the three cases. Its due is the same as the case study presentation. Do not summarize the cases.
5. Essay: Students will choose a single topic related to human resource management and write a 5-7 pages essay how you apply in your working organization or a potential workplace. The essay will require students to conduct independent research and students will use at least four scholarly sources on the topic. Additional details will be distributed separately in class.

Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance every week. While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Grading

	Points	Percentage
Attendance	100	10%
Weekly Quizzes and Post Test (20 points each * 13)	260	26%
First Examination	100	10%
Second Examination	100	10%
Case Study Presentation (50 points each * 3)	150	15%
Case Study Written Report (50 points each * 3)	150	15%
Essay	140	14%
Total Points	1000	100%

Grade Distribution

A (90.1-100%) B (80.1-90%) C (70.1-80%) D (60.1-70%)

COURSE & INSTRUCTOR POLICIES

Make-up Exams: Make-up exams are not allowed after the date an exam has passed under any circumstances. It is your responsibility to contact the instructor at least 24 hours in advance if you are going to be absent when an exam is scheduled so that appropriate arrangements can be made. Exceptions will be made if it is a medical emergency and documentation is provided.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 10 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. For graduate courses, see <http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

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. Undeclared students must see an advisor in the University Advising Center. 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. 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/aao/fao/>).

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the

form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, (OSD) <http://www.uta.edu/disability/> or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) 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. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

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>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the middle of the Architecture Building (central staircase). When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Students are also encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

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 visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php>

The IDEAS Center (2nd Floor of Central Library) offers FREE tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Library Resources

Librarian to Contact: Mitch Stepanovich. Phone: 817-272-2945; Email: stepanovich@uta.edu

Academic Plaza Consultation Services library.uta.edu/academic-plaza

Ask Us ask.uta.edu/

Library Tutorials library.uta.edu/how-to

Subject and Course Research Guides libguides.uta.edu

Librarians by Subject library.uta.edu/subject-librarians

Research Coaches <http://libguides.uta.edu/researchcoach>

COURSE SCHEDULE

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

Date	Readings	Deliverables
Week 1 1/14	Introduction Pynes, J. E. (2013) Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach. (4 th Ed.) Chapter 1. Jossey-Bass.	Pre-test
Week 2 1/21	No class: Martin Luther King Jr. Day	
Week 3 1/28	Evolution of the Public Personnel System Naff Chapter 1 Battaglio, P. R. (2015). Public Human Resource Management: Strategies and Practices in the 21 st Century. Chapter 2. Kim, J. & Kellough, J. (2014). At-Will Employment in the States: Examining the Perceptions of Agency Personnel Administrators. <i>Review of Public Personnel Administration</i> , 34(3).	Lesson quiz Case study 1
Week 4 2/4	Diversity in the Workplace Naff Chapter 9 Pynes, J. E. (2013). Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach. (4 th Ed.) Chapter 4. Jossey-Bass. Sabharwal, M. (2013). From Glass Ceiling to Glass Cliff: Women in Senior Executive Service. <i>Journal of Public Administration Research and Theory</i> , 25(2), 399-426.	Lesson quiz Case study 2
Week 5 2/11	Human Resources Planning NHGW Chapter 4; Naff Chapter 3 Foster, M.R. (2010). Ch 24. Applying Effective Job Analysis Methods. In Condrey, S. E. ed. <i>Handbook of Human Resource Management in Government</i> , 3 rd Edition. San Francisco: John Wiley & Sons, Inc. 587-614. (library e-reserves).	Lesson quiz Case study 3
Week 6 2/18	Recruitment and Selection NHGW Chapter 5-6; Naff Chapter 6 Llorens, J. J. (2011). A Model of Public Sector E-Recruitment Adoption in a Time of Hyper Technological Change. <i>Review of Public Personnel Administration</i> , 31(4), 410-423.	Lesson quiz Case study 4

Week 7 2/25	Compensation and Benefits NHGW Chapter 12; Naff Chapter 4-5	Lesson quiz Case study 5
Week 8 3/4	First Examination (Due 3/10)	
Week 9 3/11	No class: Spring Break	
Week 10 3/18	Training and Development NHGW Chapter 7 and 8 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.), <i>Human Resource Management in the Nonprofit Sector</i> . 178-197. Lee, Y. & Suh, J. (2018). Managerial Development Programs for Executive Directors and Accountability Practices in Nonprofit Organizations. <i>Review of Public Personnel Administration</i> , 38(4), 431-450.	Lesson quiz Case study 6
Week 11 3/25	Managing Employees' Performance NHGW Chapter 10 and 13; Naff Chapter 7 Becker, K., Antuar, N., & Everett, N. (2011). Implementing an Employee Performance Management System in a Nonprofit Organization. <i>Nonprofit Management and Leadership</i> , 21(3), 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. <i>Public Personnel Management</i> , 41(3), 505-533.	Lesson quiz Case study 7
Week 12 4/1	Managing Motivation NHGW Chapter 11 Battaglio, P. R. (2015). Public Human Resource Management: Strategies and Practices in the 21 st Century. Chapter 8. Worth, M. J. (2017). Chapter 9 "Managing Staff and Service Volunteers" <i>Nonprofit Management: Principles and Practice</i> , 4th Edition, 226-257. Sage. Perry, J. L., & Wise, L. R. (1990). The Motivational Bases of Public Service. <i>Public Administration Review</i> , 50(3), 367-373. Suh, J. (2018). Human Capital Inflow in Nonprofits: Entry-Level Employees' Sector Shift. <i>Nonprofit Management and Leadership</i> , 28, 471-489.	Lesson quiz Case study 8

Week 13 4/8	HR Information Systems and Strategic Human Resource Management Battaglio, P. R. (2015). Public Human Resource Management: Strategies and Practices in the 21 st Century. Chapter 11-12. Becker, B. E., & Huselid, M.A. (2006). Strategic Human Resources Management: Where do we go from here? <i>Journal of Management</i> , 32(6), 898-925. Niven, P. R. (2011). <i>Balanced Scorecard: Step-by-Step for Government and Nonprofit Agencies</i> . Hoboken, NJ, John Wiley & Sons. Chapter 1-2.	Lesson quiz Case study 9
Week 14 4/15	Privatizing Human Resource Functions in the Public Sector Battaglio, P. R. (2015). Public Human Resource Management: Strategies and Practices in the 21 st Century. Chapter 10. Fernandez, S., & Smith, C. R. (2006). Looking for Evidence of Public Employee Opposition to Privatization: An Empirical Study with Implications for Practice. <i>Review of Public Personnel Administration</i> , 26(4), 356-381. Coggburn, J. D. (2007). Outsourcing Human Resources: The Case of Texas Health and Human Services Commission. <i>Review of Public Personnel Administration</i> , 27(4), 315-335.	Lesson quiz Case study 10
Week 15 4/22	Managing Volunteers Pynes, J. E. (2013) Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach. (4 th Ed.) Chapter 12. Jossey-Bass. Wilson, J. (2000). Volunteering. <i>Annual Review of Sociology</i> , 215-240. Cuskelly, G., Taylor, T., Hoye, R., & Darcy, S. (2006). Volunteer Management Practices and Volunteer Retention: A Human Resource Management Approach. <i>Sport Management Review</i> , 9, 141-163.	Lesson quiz Case study 11 Essay (4/28)
Week 16 4/29	Labor Relations NHGW Chapter 11; Naff Chapter 10 Hoang, T., Goodman, D. (2018). Public Pensions and Collective Bargaining Rights: Evidence from State and Local Governments. <i>Public Administration Review</i> , 78(5), 772-784.	Lesson quiz Post-test Case study 12
Week 17 5/6	Second Examination	

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381