SCHOOL OF PUBLIC ADMINISTRATION

Human Resource Management in the Public Sector (online)
PADM 525
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or by appointment

Course Description and Objectives

Human resource management in the public sector is a core course offered for the MPA program (no prerequisite required). This course exposes students to selected themes and topics that prove pivotal in public personnel decisions and processes. Major topics examined include legal and ethical considerations of public personnel management, recruitment and selection, job analysis and evaluation, employee training, performance appraisal and compensation. The course is designed to be an overview of the literature, problems and directions of human resource management in the public sector.

Upon successful completion of this course, students should:
1. Describe the history and evolution of human resource management in the public sector;
2. Describe and analyze the legal and ethical environment within which human resource management operates;
3. Explain the major components of strategic human resources management (SHRM) and analyze organizational issues related to SHRM;
4. Explain the meaning, importance, and challenges of building a diverse workplace;
5. Explain the methods and functions (i.e., job analysis, recruitment and selection, performance evaluation, compensation, benefits, training, and development) of human resource management and apply these concepts to one's organization;
6. Analyze the organizational and individual factors that influence employee engagement;
7. Describe labor-management relations related concepts and identify trends and issues in labor-management relations.
8. Apply human resource management knowledge to analyze real-world situations in organizations.

Technical Skills

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In order to participate and succeed in this class, you will need to be able to perform the following basic technical tasks:

- ➢ Use UNM Learn (help documentation located in "How to Use Learn" link on left course menu, and also at http://online.unm.edu/help/learn/students/).
- ➢ Use email – including attaching files, opening files, downloading attachments
- ➢ Copy and paste within applications including Microsoft Office
- ➢ Open a hyperlink (click on a hyperlink to get to a website or online resource)
- ➢ Use Microsoft Office applications
  - o Create, download, update, save and upload MS Word documents
  - o Create, download, update, save and upload MS PowerPoint presentations
  - o Create, download, update, save and upload MS Excel spreadsheets
    Download, annotate, save and upload PDF files
- ➢ Use the in-course web conferencing tool (Collaborate Web Conferencing software)
- ➢ Download and install an application or plug in – required for participating in web conferencing sessions

Technical Requirements

Computer
- ➢ A high-speed Internet connection is highly recommended.
- ➢ Supported browsers include: Firefox, Chrome, Microsoft Edge and Safari. Detailed
  - o Supported Browsers and Operating Systems:
  - o https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support
- ➢ Any computer capable of running a recently updated web browser should be sufficient to access your online course. However, bear in mind that processor speed, amount of RAM and Internet connection speed can greatly affect performance. Many locations offer free high-speed Internet access including UNM's Computer Pods.
- ➢ For the best experience when using the Kaltura Media Tools inside UNM Learn, be sure to use a supported browser on a desktop:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support
- ➢ Microsoft Office products are available free for all UNM students (more information on the UNM IT Software Distribution and Downloads page: http://it.unm.edu/software/index.html)

For UNM Web Conference Technical Help: (505) 277-0857 (24/7) or use the "Create a Tech Support Ticket" link in your course.

Web Conferencing
Web conferencing will be used when necessary:
For the online sessions, you will need:
- ➢ A USB headset with microphone. Headsets are widely available at stores that sell electronics, at the UNM Bookstore or online.

> ➢ A high-speed internet connection is highly recommended for these sessions. A wireless Internet connection may be used if successfully tested for audio quality prior to web conferencing.
> ➢ For UNM Web Conference Technical Help: (505) 277-0857

Tracking Course Activity
UNM Learn automatically records all students' activities including: your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, web conferencing, discussion text, and posted discussion topics. This data can be accessed by the instructor to evaluate class participation and to identify students having difficulty with accessing the course.

Required Readings Materials

1. Pynes, J. E. (2008). *Human resources management for public and nonprofit organizations: A strategic approach*. 4th edition. John Wiley & Sons.

2. Reeves, T. Z. (2006). *Cases in public human resource management*. Belmont, CA: Thomson Wadsworth.

3. All other readings can be accessed via UNM Learn.

Human Resource Management Professional Associations and Resources

1. www.shrm.org - The Society for Human Resource Management (SHRM)
2. http://www.hci.org - Human Capital Institute
3. https://www.adr.org/ - American Arbitration Association
4. https://www.afge.org/ - American Federation of Government Employees
5. https://www.afscme.org/ - American Federation of State, County and Municipal Employees
6. https://www.ebri.org/ Employee Benefits Research Institute
7. https://www.eeoc.gov/ Equal Employment Opportunity Commission
8. https://www.govexec.com/ Government Executive
9. https://www.ipma-hr.org/ International Personnel Management Association
10. https://www.nlrb.gov National Labor Relations Board
11. https://www.npelra.org/ National Public Employers Labor Association
12. https://www.opm.gov Office of Personnel Management
13. www.pensionrights.org/ Pension Rights Center
14. http://journals.sagepub.com/home/rop Review of Public Personnel Administration
15. http://journals.sagepub.com/home/ppm Public Personnel Management

Instructor Response Time

I will routinely check the course for postings or emails, Monday – Friday (4:00 – 5:00 pm) and sometimes on the weekend. You can anticipate a 24 to 48 hour response from me, Monday – Thursday. I will try and respond to all weekend (Friday afternoon to Sunday) emails and postings by noon on Monday or earlier.

Assignments

1. **Weekly discussion posts**

Starting module 1, you will participate in online discussions with others in the class. **Except for module 1,** the discussions are set up in a group environment with 5-6 group members so reading others' posts will be more manageable, and you will have an opportunity to get to know each other in this group environment. Groups are formed by randomly assigning students to 1 out of 5 groups. Please log in the LEARN to find out which group you are in. There are *12 discussion posts* in total for the semester. Each initial post is worth 2 points, and each reply is worth 0.5 points in the final grade calculation.

1) In module 1, you will participate in discussion with *the whole class* regarding your experience of an HR strategy.
    a. Your post is due by **Thursday at 11:59 pm MT**. The post needs to be thoughtful and substantive (200-250 words). *Please note that only in Module 1, your first post is due by Thursday. Starting Module 2, all initial posts are due by Wednesday midnight.*
    b. You will write replies to two other classmates' posts (50-100 words per response). Your replies are due by **Sunday of the first week at 11:59 pm MT**. Although the deadline for your replies is on Sundays, I encourage you to finish your replies by Friday so you can enjoy the weekends. We all know the importance of work-life balance.

2) Starting module 2, there is a case study assigned each week for discussion. The discussion posts are set up in a *group environment* with 5-6 group members.
    a. You will post your analysis of the case that addresses the 2-4 discussion questions **by Wednesdays at 11:59 pm MT**. The post needs to be thoughtful and substantive (200-250 words).
    b. You will write replies to two other group members' posts (50-100 words per response). Your responses are due **by Sunday at 11:59 pm MT**. I encourage you to finish your replies by Friday so you can enjoy the weekends. We all know the importance of work-life balance.

* For the second half of the semester after the midterm, we may create new groups so you can get to know new people and expand your network. This will be entirely up to you. I will send out a poll in mid-semester to get your opinions. Two rules are guiding the creation of new groups and assigning students to different groups:

1) New groups (i.*e., all students will be randomly assigned to new groups*) will be created only if over 60% of students agree;

2) If the majority agreement is not reached, then I can consider moving individual students who wish to switch group. But there needs to be more than one student wishing to switch; otherwise, it will create imbalanced groups. I will decide to which group a student will be assigned.

2. Blog posts

In this semester, each student will post two blog entries. In each module, students who sign up for that module will post their blog entries. Each blog entry will address 1-2 questions which can be accessed when each new module becomes available. You can choose 2 modules that most interest you. Please go to module 1, find and click on "blog post sign-up sheet" to sign up for 2 modules. There are limited slots each week so be sure to sign up for the ones you are most interested in. Each blog entry is worth 5 points, and each reply is worth 0.5 points in the final grade calculation.

When it is your turn to post the blog entry, you will submit your individual post by **Wednesday of that week at 11:59 pm MT**. Please follow the instruction of the blog post.

1) The initial blog posts should have 350-400 words. They need to be thoughtful and substantive.

2) You will write at least two replies (50-100 words per response). A reply can be a response to another student's reply to your own blog entry, or a response to another blog entry posted by another student. The replies are due by **Sundays at 11:59 pm MT**.

When it is NOT your turn to post the blog entry, you will still need to read those posted blog entries and write two thoughtful replies (50-100 words per response). The two replies need to respond to two different blog entries. The replies are due by **Sundays at 11:59 pm MT**.

3. Midterm Project: A Case Analysis

For the midterm, you will **work with your group members** to complete a group project of case analysis. You have two weeks to complete the project. The analysis is due in the Module: Mid-term Continued, by Wednesday 11:59 pm. You will post one reply to another group's analysis by Sunday 11:59 pm. Please refer to midterm project posted in the discussion board in the UNM LEARN for more information.

4. Final Project
Students are required to write a final paper at the end of the semester. This is **an individual project**. You can choose from following two options:

Option A: A Case Study of Human Resource Management in a Public/Nonprofit Organization

Students are required to conduct a case study of human resource management in a public or nonprofit organization, focusing on one of the ten themes discussed in the classes (*i.e., strategic human resource management and planning, the legal environment of human resources management, diversity, job analysis and job design, recruitment and selection, compensation and benefits, training and development, performance management, employee engagement, and labor-management relations*). Within each theme, you will identify a specific topic or question for examination. To collect the information on your chosen topic, you'll obtain access to a public or nonprofit organization and interview the HR director or at least an HR specialist.

The paper should have 10-12 double-spaced pages (Times New Roman, 12-point font, and 1-inch margins). The paper should consist of the following elements:

1) *Introduction*: introduce the paper, identify its topical areas, and raise the question(s) the paper aims to answer. (10%)
2) *Background*: a description of the background of the organization, including its mission, size, types of employees, and major human resource management policies. (10%)
3) *Literature review*: A review of concepts, theories, and studies related to your chosen topic. (15%)
4) *Methods*: A brief discussion of data collection. In other words, how do you collect the information (e.g. individual interview; focus group; observation; document review) (10%).
5) *Findings and Discussion*: A discussion of your findings; they need to adequately address the question(s) raised in the introduction (40 %).
6) *Conclusion* (10%).
7) *References in APA style* (5%)
8) *Appendices including tables, figures, and endnotes if applicable*

Option B: A Review of Literature on A HR Management Topic
If you choose this option, you need to write a literature review on ONE of the ten HR management themes discussed in the classes. Within the chosen theme, you will identify a specific topic or question for the literature review. The paper should not repeat the content that was covered in the classes; rather, it should go above and beyond and provide an in-depth examination of a topic, concept, theory, or managerial practice of HR management in the public/nonprofit sector. There is no specific format required for the paper. But the paper should review at least 10-12 academic articles and it should include an introduction that introduces the paper, identify its topical areas, and raise the question(s) the paper aims to answer through reviewing literature (10%), conclusion (10%), and references in APA style (5%) (appendices including tables, figures, and endnotes if applicable). The paper should have 10-12 double-spaced pages (Times New Roman, 12-point font, and 1-inch margins).

One-page Proposal Students are required to submit a proposal (400 words) in Module 7 by Sunday at 11:59 PM that identifies the topical interest, states the research question(s), and

discusses why this topic is important to study or why you are interested in it. You need to clearly state which option you choose at the beginning of the proposal.

PowerPoint Presentation You must post your presentation recordings in the Discussion Board in the UNM LEARN. The PowerPoint document should include all key elements of the paper. The presentation should last 8-10 minutes.

You can use Kaltura Media or another software of your choice to record the presentation and the slides. In other words, we should be able to see both the presenter and the slides at the same time in the recorded video. The presentation will be graded on both the quality of the paper and of the presentation itself.

Late and No Submissions

All students are required to submit posts and assignments by the respective deadlines. I am, however, well aware of the potential negative effect of external factors on your learning or the possibility that you may be facing a tough time or an illness. I will require written proof from your supervisor or your physician for an accommodation. I must be notified at least 7 hours before the due time in order to give any accommodation. Without any written proof, it is my discretion whether the accommodation will be given.

Blog and Discussion posts

If an initial post or a reply is submitted after the deadline, I will deduct 10% of the assigned points per hour until there are no points left.

Midterm project

If the midterm paper and its replies are submitted after the deadline, I will deduct 10% of the assigned points per hour until there are no points left.

Final Paper
If the final paper and the presentation and its replies re submitted after the deadline, I will deduct 10% of the assigned points per hour until there are no points left.

Class Policies and UNM Policies

Title IX: Gender Discrimination
In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg. 15 http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf). This designation requires that any report of gender discrimination which includes sexual

harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

Copyright Issues
All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purpose outside this course.

Accessibility
The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you have a disability requiring accommodation, please contact the UNM Accessibility Resource Center in 2021 Mesa Vista Hall at 277-3506 or http://arc.unm.edu/ . Information about your disability is confidential.
  ➢ Blackboard's Accessibility statement: http://www.blackboard.com/accessibility.aspx
  ➢ Microsoft: https://www.microsoft.com/enable/microsoft/mission.aspx
  ➢ Include links to accessibility statements for all other technologies included in the course.

Academic Integrity
The University of New Mexico believes that academic honesty is a foundation principle for personal and academic development. All University policies regarding academic honesty apply to this course. Academic dishonesty includes, but is not limited to, cheating or copying, plagiarism (claiming credit for the words or works of another from any type of source such as print, Internet or electronic database, or failing to cite the source, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students). You should be familiar with UNM's Policy on Academic Dishonesty and the Student Code of Conduct which outline academic misconduct defined as plagiarism, cheating, fabrication, or facilitating any such act. The University's full statement on academic honesty and the consequences for failure to comply is available in the college catalog and in the *Pathfinder*.

APA Citation Style
Assignments and final research proposal should strictly follow APA citation style. The following websites provide basic guidelines:
http://owl.english.purdue.edu/owl/resource/560/01/
http://www.lcc.edu/library/help/citation/apaonline.aspx

UNM Resources

CAPS Tutoring Services http://caps.unm.edu/services/online-tutoring/olc.php
CAPS is a free-of-charge educational assistance program available to UNM students enrolled in classes. Online services include the Online Writing Lab, chatting with or asking a question of a Tutor.
UNM Libraries http://library.unm.edu
Student Health & Counseling (SHAC) Online Services
http://online.unm.edu/help/learn/support/shac

Grading

Introduction posts and replies	3	= 2 credits introduction post + 0.5 credits per reply x 2 replies
Blog posts	10	=5 credits per post x 2 posts
Blog posts replies	10	=0.5 credits per reply x 2 replies x 10 weeks
Weekly discussion posts	24	=2 credits per post x 12 weeks
Weekly discussion replies	12	=0.5 credits per reply x 2 replies x 12 weeks
Mid-term case analysis	12	
Mid-term case analysis reply	2	=2 credit per reply x 1 reply
Final Paper	15	
Final Presentation	10	
Final Paper Replies	2	=1 credit per reply x 2 replies
Total	100	

Course Readings

Modules	Module Themes and Readings
Orientation	**Introduction to the Course**
Module 2	**Introduction to HR Management in the Public Sector**
	➢ Berman et al. Chapter 1. The Public Service Heritage People, Process, and Purpose
	➢ Naff et al. 2014. Civil service reform through the lens of history (Pp. 32-60)
	➢ French, P. Edward, and Doug Goodman. 2012. An Assessment of the Current and Future State of Human Resource Management at the Local Government Level. *Review of Public Personnel Administration.* 32 (1): 62-74.
	➢ Reeves Case #7 Merit System Standards: Hiring the Unqualified
	➢ *Recommended: Breitfelder, M. D., & Dowling, D. W. (2008). Why did we ever go into HR. Harvard Business Review, 86(7/8),39-43.*
Module 3	**The Legal Environment of Human Resources Management**
	➢ Pynes Chapter 3
	➢ French, P. Edward. 2009. Employment Laws and the Public Sector Employer: Lessons to Be Learned from a Review of Lawsuits filed against Local Governments. *Public Administration Review* 69(1): 92-103.
	➢ Kuykendall, Christine L. and Rex L. Facer II. 2002. Public Employment in Georgia State Agencies: The Elimination of the Merit System. *Review of Public Personnel Administration* 22 (2): 133-145
	➢ Reeves Case # ADA Concerns: Is Heavy Lifting an Essential Job Function?
Module 4	**Strategic Human Resource Management and Planning**
	➢ Pynes Chapter 2
	➢ U.S. Government Accountability Office (2003). *Human Capital: Key Principles for Effective Strategic Workforce Planning* (GAO-04-39).
	➢ Choudhury, Enamul H. 2007. Workforce Planning in Small Local Governments. *Review of Public Personnel Administration* 27(3):264-280.
	➢ Reeves Case #18 Smoky Bear is an Underfill
	➢ *Recommended: Lengnick-Hall, C. A., Beck, T. E., & Lengnick-Hall, M. L. (2011). Developing a capacity for organizational resilience through strategic human resource management. Human Resource Management Review, 21(3), 243-255.*
Module 5	**Managing a Diverse Workforce**
	➢ Pynes Chapter 4

	➢ Wyatt-Nichol, H., and Antwi-Boasiako, K. B. (2012). Diversity management: Development, practices, and perceptions among state and local government agencies. *Public Personnel Management*, *41*(4), 749-772. ➢ Burrell, L. (2016). We Just Can't Handle Diversity: A research roundup. *Harvard Business Review*, *94*(7-8), 70-74. ➢ Reeves Case #14 Cultural Clash at the Cancer Center and #29 Too many Christmas Carols in the Winter Festival
Module 6	**Job Analysis and Job Design** ➢ Pynes Chapter 5 ➢ Wart, Monty Van. The Return to Simpler Strategies in Job Analysis: The Case of Municipal Clerks. *Review of Public Personnel Administration* 20(3): 5-27. ➢ Grant, A. M. (2007). Relational job design and the motivation to make a prosocial difference. *Academy of Management Review*, *32*(2), 393-417. ➢ Podcast: Hidden Brain: You 2.0: Dream Jobs. ➢ *Recommended: Simons, R. (2005). Designing high-performance jobs. Harvard Business Review, 83(7), 54.*
Module 7	**Recruitment and Selection** ➢ Pynes Chapter 6 ➢ Dougherty, G. W., & Van Gelder, M. (2015). Public agency hiring, minimum qualifications, and experience. *Review of Public Personnel Administration*, *35*(2), 169-192. ➢ Linos, E., (2018). More than public service: A field experiment on Job Advertisements and Diversity in the Police. Journal of Public Administration Research and Theory. 67-85. ➢ *Recommended: U.S. Office of Personnel Management (2007). Assessment Decision Guide. Washington, D.C. Read only pages 1-13.* ➢ *Recommended: U.S. Merit System Protection Board (2003). The Federal Selection Interview: Unrealized Potential. Washington, D.C. Read only pages 1-26, appendix A and appendix C.* ➢ *Recommended: Luecke, R. (2002). Hiring and keeping the best people. Harvard Business Review Press.*
Module: Midterm	**Mid-term case study**
Module Spring Break	**Happy Spring Break!**
Module: Midterm continued	**Mid-term case study**

Module 8	**Compensation and Benefits**
	➢ Pynes Chapter 7&8 ➢ Perry, James L., Trent A. Engbers, and So Yun Jun. 2009. Back to the Future? Performance-Related Pay, Empirical Research, and the Perils of Persistence. *Public Administration Review*. 69(1): 39-51. ➢ Pfeffer, J. (1998). Six dangerous myths about pay. *Harvard business review*, 76, 108-120. ➢ Reeves Case # 4 Paying the Tucson Police ➢ *Recommended: Reddick, Christopher G., and Jerrell D. Coggburn. 2007. State Government Employee Health Benefits in the United States. Review of Public Personnel Administration 27(1): 5-20.*
Module 9	**Training and Development**
	➢ Pynes Chapter 9 ➢ Ingraham, P. W., & Getha-Taylor, H. (2004). Leadership in the public sector: Models and assumptions for leadership development in the federal government. *Review of Public Personnel Administration*, 24(2), 95-112. ➢ Tichy, N. M. (2001). No ordinary boot camp. *Harvard Business Review*, 79(4), 63-70. ➢ Reeves Case #20 Fearless Freddy Fuego ➢ *Recommended: Griffin, N. S. (2003). Personalize your management development. Harvard Business Review, 81(3), 113-119.*
Module 10	**Performance Management**
	➢ Pynes Chapter 10 ➢ D.M. Daley. (2010). Designing effective performance appraisal systems. In Stephen E. Condrey (ed.), *Handbook of Human Resource Management in Government*, 3rd Edition. San Francisco, CA: Jossey-Bass Publishers, pp. 555-586. ➢ Reeves Case #19 To protect and to serve ➢ *Recommended: Grote, R. C., & Grote, D. (2011). How to be good at performance appraisals: Simple, effective, done right. Harvard Business Press.*
Module 11	**Employee Engagement**
	➢ Berman, Chapter 6 ➢ Borst, R. T., Kruyen, P. M., & Lako, C. J. (2017). Exploring the Job Demands–Resources Model of Work Engagement in Government: Bringing in a Psychological Perspective. *Review of Public Personnel Administration*.

	➢ *Recommended: Mentor, P. (2006). Giving feedback: expert solutions to every day challenges. Boston: Harvard.*
Module 12	**Labor-Management Relations in the Public Sector**
	➢ Pynes Chapter 11 ➢ Thompson, James R. 2007. Federal Labor-Management Relations Reforms Under Bush: Enlightened Management or Quest for Control? *Review of Public Personnel Administration* 27(2): 105-124. ➢ The case study and discussion questions are posted on UNM Learn.
Module: Final Project	**Final Project Presentation and Paper**