COURSE SYLLABUS
HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT IN THE PUBLIC
and NON PROFIT SECTORS
PADM 5304-001
SPRING 2013
Web Based Class

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Office Hours: Monday & Tuesday 1:00 p.m. – 3:00 p.m. and 6:00 – 7:00 p.m., Wednesday
11:00 am – Noon, by appointment as necessary.

COURSE FORMAT

The course is considered a web based asynchronous class. In order to take this course, you must:
- Have access to a computer.
- Have a familiarity with the Blackboard course management system.
- Have continuous broadband Internet access.
- Have the ability and permission to install plug-ins (e.g. Adobe Reader or Flash) and software.
- Have the ability to download and save files and documents to a computer.
- Have the ability to open and edit Microsoft Office files and documents (.doc, .docx, .ppt, .pptx, .xls, .xlsx, etc.).

This means that all work will be completed via the Blackboard course management system. You
may progress at your own pace through the coursework, with the exception of the benchmark dates.
Each unit must be completed before midnight of the benchmark date. These dates are established to
assure that you have had adequate time to complete the coursework. If you have not completed a
unit by the benchmark date you will not be able to advance in the course and you risk failing the
course.

COURSE DESCRIPTION

In the United States, the subfield of Human Resource Management (alternatively known as Human
Capital Management) has a history that dates back almost a century, but the most strategic
components of this course emerged as a result of transitions in the workforce in the late 1960s.
After the passing of Title VII of the Civil Rights Act of 1964, all organizations (private and public
sector) were mandated by the Federal Government to adhere to specific laws—laws that governed
how an organization should respond to and treat their human capital. The transition of women and
minorities into the workplace and their resulting contributions to workplace success incentivized
organizations to develop a better understanding of how to integrate all employees into a culture that
would reinforce and support the vision and mission of the organization.

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Human Resource Management refers to the practice of strategically allocating the most valuable resources of public and non-profit sectors — people—to the right areas of the organization. This practice involves careful strategizing, good leadership, and other solid managerial practices. While many of these managerial practices are similar among the three sectors, we also see some significant distinctions. Governments, in particular, have legal limitations on what they can do. The distinctions between these sectors allow this course to contrast personnel challenges of the public sector with those of the non-profit sector; and both with the private sector. In all three sectors we see Human Resource Management requires more than a strong human resources department—it requires smart, capable team managers working in conjunction with an HR department to carry out common goals.

The key to understanding and applying the concepts of this course revolves around learning how to become uncomfortable. Now—what exactly does that mean? Every one of us has a core belief system shaped by our individual experiences, situations, and circumstances. This belief system informs and guides our perceptions (i.e. what we believe is or is not valid/applicable to the situation or circumstance with which we are dealing). We naturally gravitate towards those things with which we have some understanding, and we have an intrinsic bias against those things that do not make sense to us, that we perceive as unethical, or that make us uncomfortable. To effectively manage human capital, you have to learn how to step outside of your comfort zone and make strategic decisions in the best interest of the organization, rather than those that make you “comfortable.”

**STUDENT LEARNING OUTCOMES**

Upon successful completion of this course, a student should be able to:

1. Identify the context and challenges impacting public human resource structures
2. Identify processes necessary to acquire and manage human resources
3. Describe options available to human resource managers in implementing service delivery in the public sector.
4. Identify solutions to address critical human resource management issues

**STUDENT ASSESSMENT TOOLS**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Unit Quizzes</td>
<td>35</td>
</tr>
<tr>
<td>Applied Assignments</td>
<td>35</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
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</tbody>
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100 possible points

Quizzes, applied assignments and the final paper will be further discussed on the Blackboard page.

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The Role of Human Resources

Every organization, large or small, uses a variety of capital to make an agency successful. Capital includes cash, valuables, goods, and most important, people. For the government and non-profit organization the management of it human resources is not only crucial to an organization’s success, but it should be part of the overall agency’s strategic plan. In the public sector, human resource management has been tethered to a long history of efforts to remove it from ‘politics’. More recently, reforms have occurred under the lens of New Public Management and the utilization of strategic human capital planning. This unit introduces the role of human resources in the organization by following its historical development in the public section, its current design aspects, the current public sector human resource environment and discusses the difference between HR plans and HRM strategic plans. This
discussion is used to transition to one of the most important functions for HR: developing a workforce succession plan. The unit concludes with a look at diversity and multiculturalism. We look at the advantages of a diverse, multi-cultural workforce, the laws that have been put in place to attempt to achieve a diverse workforce the public sector, and the concerns illegal of discrimination.

Readings: Dias Chapters 1, 2 & 3  
Selden Chapters Selden 1 & 2.

Unit Quiz  
Applied Assignment  
BENCHMARK DATE 02/12/2013

Unit 2: Recruitment and Selection

The process of employee recruitment and selection in public sector organizations has undergone extensive changes in recent decades. The transition has been from a traditional civil service model toward a modern professional personnel model. The traditional civil service model was a product of the urban reform politics of the first three decades of the last century. It was ensconced in the attempt to separate politics from the employment process. Over time this style was called into question since it resulted in noticeable absences of traditionally underrepresented groups and classes of employees. Representative bureaucracy was an early paradigm which has transitioned to workplace diversity as a competitive advantage. This unit will cover some of these changes and subsequent guidelines.

Readings: Dias Chapters 3 & 4  
Selden Chapter 3

Unit Quiz  
Applied Assignment  
BENCHMARK DATE 02/26/2013

Unit 3: Position Classification, Job Analysis, and Pay Administration

Job structures, job families, position classification systems, compensation linkages and rewards systems are vital to the health of any organization. These component parts contextualize an organization’s DNA. This is important since organizations seek “contributions” from individual employees in the form of certain kinds of behavior such as regular attendance, good performance, and innovative problem solving by offering certain “inducements” (Nigro and Nigro, 1981, ch 3). These inducements may be tangible, such as salary and benefits, or intangible, such as job satisfaction or challenge. This is the essence of employee motivation and worker productivity and it is undeniably associated with core personnel functions. A major thrust of this unit is on job analysis and its related components of job description and job specification. The importance of job analysis and how behavioral and legal factors enter the process are key foci of this unit. We will examine methods of job analysis and the various options available for obtaining job information. The degree to which a HR unit is effective in rewarding employee performance and in structuring a productive
work climate is contingent upon it’s DNA.

Readings: Dias Chapter 6  
Selden Chapter 7  
Unit Quiz  
Applied Assignment  
BENCHMARK DATE 03/19/2013  

Unit 4: Retention/Training and Development/Career Planning

Employee engagement (also referred to as workplace engagement) exists when employees feel vigor, dedication, and absorption in their work duties; engaged employees exhibit enthusiasm, commitment to success, and persistence in duties (Bakker, et al., 2006). Employee engagement is one of the top drivers for organizational success and is closely linked to the topics of this unit, retention, career planning, training and development. Recent research (Agrawal, Harter, Killham, and Schmidt {2009}) research leads us to believe that employee engagement is largely driven by workforce culture, the manager-employee relationship, HR practices, job engagement, limiting job burnout at the individual and team level, and sharing leadership. Employees are engaged when many different levels of employees are feeling fully involved and enthusiastic about their jobs and their organizations and when there is employee willingness and ability to contribute to the organization’s success.

Bakker, van Emmerik, and Euwema (2006) argue that training plays a key role in fostering employee engagement, and assessing training needs through surveys can help a work unit enhance and maintain technical currency and improve workplace culture and cohesion. Indeed, employee engagement and organizational culture can impact many aspects of the workplace and its functioning. an engaged workforce leads to increased performance on the part of employees. Increased employee retention, increased profitability, higher operating margins and increased share prices have found to correlate strongly with employee engagement.

Readings: Dias Chapter 7  
Unit Quiz  
Applied Assignment  
BENCHMARK DATE 04/02/2013  

Unit 5: Performance Management and Measurement

Performance appraisal is one of the most problematic areas in human resource management. No matter whether the organization is large or small, business, government, or educational, the performance of its members should be evaluated in order to make decisions on: wages and salary levels, promotions, terminations, occasional pat of the back and a few encouraging words by a superior. Performance appraisal has six basic objectives: (1) Validating
techniques; (2) identifying promotion potential; (3) measurement accuracy; (4) feedback and employee development; (5) assessing training needs; and (6) allocation of organizational rewards.

Actually, performance appraisal occurs on a continuous basis. Formalizing an employee’s evaluation at fixed periods in an organization’s program year is the portion that unnecessarily generates anxiety. Organizational climate determines the utility of the process. Unfortunately, when the deadline for appraisal occurs, the process is too many times consummated in haste. The result is a distorted view of the employee, and all too often a missed opportunity to enhance organizational productivity.

Readings: Dias Chapter 11
Selden Chapters 6 & 8
Unit Quiz
Applied Assignment
BENCHMARK DATE   04/16/2013

Unit 6: Labor and Employee Relations

The quality of management/labor relationship is dependent upon successfully meeting each group’s perceived needs. The challenge for each group is to understand and accept those needs. This unit examines relationships among unions, workers, management, and government. It covers legal restraints with respect to organization drives, negotiation, contract administration, and decertification. We will also conduct a field research exercise in which we attempt to compare public sector pay practices in ‘right to work states’ with ‘closed shop’ states.

Readings: Dias Chapter 12
Unit Quiz
Applied Assignment
BENCHMARK DATE   04/30/2013

Unit 7: The New Workplace

Regardless of the extent of an organization’s adoption of Strategic Human Resources Management practices and principles, this course should have opened you sights up to a new understanding of the public sector workplace. In this summative unit we look at the new directions things like technology, changing organization structures and even the changing role of human resources are taking the organization.

Readings: Dias Chapters 9, 13
Selden Chapter 9
Unit Quiz
Applied Assignment
BENCHMARK DATE   05/07/2013

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Final Paper Due 05/15/2013!!!!

ACADEMIC HONESTY:

All responses and worked turned in to the instructor are to be your own personal work product. You are expected to understand and uphold the Academic Honor Code published in the Student Handbook. In addition to information listed in these sources, you are advised that:

1. If, on a rare occasion, you take material that is not yours, from any source whatsoever, and copy it into assignments for this class, you must provide a footnote, endnote, or parenthetical reference to the source of the material. I specifically expect you to use the styleguide of the American Psychological Association.

2. Any material which quotes verbatim from other sources must be enclosed in quotation marks and its source attributed as noted in rule #1 above.

3. Material not taken verbatim from a text but paraphrased must also be attributed as in rule #1.

4. Violations of these rules in any assignment may be subject to a minimum penalty of a grade of zero (0) for the assignment and may result in a grade of "F" for the course.

5. Violations of these rules can also result in administrative removal from the MPA program and the University depending on the instance.

STUDENTS WITH DISABILITIES:

The Americans with Disabilities Act (ADA) requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in 116 Corpus Christi Hall.

ACADEMIC ADVISING OFFICE

If you are majoring, or planning to major, in a field taught in the College of Liberal Arts, and if you have not yet obtained a signed degree plan, you should see your Academic Advisor immediately. Degree plans are important and useful to successful progress toward graduation.

GRADE APPEAL PROCESS

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As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Website at http://www.tamucc.edu/provost/university_rules/index.html.

For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

OTHER NOTES

1. Syllabus Disclaimer and Changes. The instructor reserves the right to make changes in the syllabus. Such changes will be announced in class.

2. Attendance Policy. No points are deducted for student absences but, the lack of class attendance will affect student learning and, hence, performance.

3. Late Hand-in. Acceptance of late hand-ins or postings is at the discretion of the instructor. Points will be deducted for late hand-ins.

4. Distance Learning. Electronic, on-line learning is substituted for in-class lectures. Students are responsible for accessing modules and completing assignments according to announced time tables.

5. Contacting the Instructor. The preferred way of contacting the instructor is through e-mail or during office hours. I check my e-mail almost daily (except when on travel), and will respond. If you send an e-mail, I may ask you for a phone number to contact you for follow-up, if necessary.

6. Student Conduct. Students should conduct themselves in ways that are consistent with promoting an efficient learning environment for themselves and everyone else. Students should be conscientious, helpful, properly motivated to learn, honest, and respectful of others and their opinions at all times. Such conduct is consistent with generally regarded norms of professionalism, including those found in graduate, professional degree programs. Points may be deducted for inappropriate conduct, and students referred to the University for further investigation of the matter.

Students should also familiarize themselves with the university Code of Student Conduct. Academic misconduct includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give an unfair academic advantage to the student.
(such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructors, providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. Other acts of misconduct are stated in the Code of Student Conduct. Please note that plagiarism is a serious academic offense that may result in a student being expelled from an academic program or institution.