Dr. Daniel J. Jorgensen  
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Office Hours: Tuesday, Wednesday & Thursday 1:00 p.m. – 3:00 p.m. and Wednesday 6:00 – 7:00 p.m., 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 GOAL  
The performance and management of human capital in the public service is critical to success. A quick assessment of most public sector and non-profit organization budgets shows that employee expenses significantly exceed most other expense categories. In today’s era of government cutbacks, personnel expenses and management prove to be an enormous target. Additionally, personnel management makes a good target for lawsuits and media coverage. Given this heightened scrutiny in terms of budget, the law and the media modern 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 goal of this course is to help the student integrate what is often refered to as the soft skills of human resource management with the reality and data driven notion of human capital management.

COURSE DESCRIPTION  
In this course we will look at and discuss the content and challenges presented by the current status of human resource management in the public sector. We will review the historical foundations that got us where we are today and discuss the challenges we face moving forward. We will also look at the current processes and skills employed in the human resource management model. In each area we will discuss the strategic nature of planning and utilize objective decision making tools to help us make strategic human capital management decisions.
STUDENT LEARNING OUTCOMES
Students will:
1. Understand the changing environment, key principles, and operating characteristics of public human resource management.
2. Identify the key paradoxes and challenges in human resources processes from an organizational viewpoint.
3. Recognize and seek to resolve paradoxical dimensions of human resource processes utilizing data driven decision-making.

REQUIRED TEXTS

Professional Reference Resources and Useful Websites
www.opm.gov www.eeoc.gov
www.mspb.gov
www.findlaw.com
www.law.cornell.edu
www.shrm.org

STUDENT PERFORMANCE EVALUATION
Grade Proportion
1. Unit Assessments (7@5%) 40%
2. Applied Assignments (7@5%) 40%
3. Final Paper 20%

STUDENT PERFORMANCE REQUIREMENTS
1. Unit Assessments
2. Applied Assignments
3. Final Paper

Specific assessments and assignments with a rubric for each will be posted on the BlackBoard system.

4. Student Course Access. Students should access this course regularly on-line. Data shows that regular access to the course by logging on and at least checking announcements and discussions is related to student success. Regular access means that students log on to BlackBoard and into the course at least three times per week. If the student receives more than three access warnings from the BlackBoard system wherein the student has not responded within two days with a reasonable explanation, five points may be deducted for the student’s overall grade.

5. Student Course Activity. Additionally, students must do more than access the course, they must engage
the material. Research has shown that regular activity as defined by posting, accessing content and doing assignments can help increase your course performance. If your course activity falls 20% below the course average in any one week you will receive an activity warning generated by BlackBoard. If the student receives more than three activity warnings from the BlackBoard system wherein the student has not responded within two days with a reasonable explanation five points may be deducted for the student’s overall grade.

**COURSE CALENDAR** -- Specific Learning Modules, Content, Class Reading, Topic Summaries, Assignment Due Dates are listed in the Blackboard Course Calendar. It is your responsibility to monitor your Blackboard account regularly to keep up with the course calendar.

Suggested starting date

**Unit 1: Looking at the Context and Challenges in Public Sector HR**

January 22: Nature of Managing Human Capital in the Public Sector  
Course Introduction- Read Introduction in Berman and Chapters 1 & 2 in Selden  
The Public Service Heritage and the Legal Context of the Public Sector Workplace  
Read- Berman Chapters 1 &2  
Unit Assessment  
Unit Applied Assignment  
Closes February 11 at 11:59pm.

**Unit 2: Recruitment and Selection**

February 12: Developing a hiring plan to get the right people in the door. Using effect decision-making in the selection process.  
Read- Berman Chapters 3 & 4. Selden Chapter 3  
Unit Assessment  
Unit Applied Assignment  
Closes February 25, at 11:59pm.

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

February 26: Position management and compensation in the public sector workplace. The role of workplace policy and understanding motivation.  
Read – Berman Chapters 5, 6, 7 & 8 and Selden Chapter 7  
Unit Assessment  
Unit Applied Assignment  
Closes March 18 at 11:59pm

**Unit 4: Retention/Training and Development/Career Planning**

March 19: Retaining the right people and developing them into good employees and leaders.  
Read – Chapters 4 & 5 Selden and Chapter 9 Berman  
Unit Assessment  
Unit Applied Assignment  
Closes April 1 at 11:59pm

**Unit 5: Performance Management and Measurement**

April 2: Creating a workable framework for performance measurement and management.  
Read – Selden Chapter 6 and Berman Chapter 10  
Unit Assessment
Unit Applied Assignment  
Closes April 15 at 11:59pm

Unit 6: Labor and Employee Relations  
April 16: Paradoxes and contradictions of the union workplace and the structure, strategies and skills needed in collective bargaining.  
Read -- Berman Chapters 11 & 12.  
Unit Assessment  
Unit Applied Assignment  
Closes April 29 at 11:59pm

Unit 7: The New Workplace  
April 30: Analytics and intelligence as new strategic tools for the new public sector workplace.  
Read – Selden Chapters 8 & 9; Berman-- Conclusion  
Unit Assessment  
Unit Applied Assignment  
Closes May 6 at 11:59pm

May 14: Final Paper must be completed and turned in

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
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html
For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean, Dr. Mark Hartlaub.

IMPORTANT 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. 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.

3. Distance Learning. The course is considered a web based asynchronous class. 100% of this course takes place via BlackBoard. Students are responsible for on-line access and activity on a regular basis and participating in on-line activities and assignments. As the saying goes, technology fails you when you need it most. Files become unreadable or simply disappear. Software programs fail to open, and computers go on the blink. Successful students plan ahead and allow for unexpected failures and crises to occur. Specifically, you should plan to complete your homework several days before the deadline!

4. Students who are unclear about material should generally first consult other students before contacting the instructor. Questions that remain unclear after consultation with other students should be brought to the attention of the instructor, who generally will post an announcement to the course if it is a course issue.

5. The preferred way of contacting the instructor is through the BlackBoard messaging system. 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. Even on-line 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.

7. 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.