COURSE SYLLABUS
HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT
IN THE PUBLIC & NON PROFIT SECTORS
PADM 5304-B01
SPRING 2018
Web-Hybrid Class

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

COURSE FORMAT
The course is considered a Web-Hybrid class. This means that up to 84% of the content of this course may be delivered via the web. 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.).

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.

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. Demonstrate the ability to utilize different human resource theories to identify and analyze human capital management issues in the public sector.
2. Demonstrate the ability to participate in and contribute to the human resource policy process in a public organization.
3. Demonstrate the ability to utilize analytical tools to analyze, present, and interpret data, including appropriate design, statistical, and evaluative techniques for human resource decision making.
4. Demonstrate the ability to articulate and apply a public values perspective in the area of public sector human resources.
5. Demonstrate the ability to communicate and interact productively with a diverse and changing workforce.

**STUDENT ASSESSMENT TOOLS**

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Number of assessments in course</th>
<th>Points possible per assessment</th>
<th>Total points possible</th>
<th>Percentage of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit quizzes</td>
<td>7</td>
<td>10</td>
<td>70</td>
<td>30%</td>
</tr>
<tr>
<td>Applied assignments</td>
<td>12</td>
<td>As marked</td>
<td>As marked</td>
<td>40%</td>
</tr>
<tr>
<td>Final paper</td>
<td>1</td>
<td>N/A</td>
<td>20</td>
<td>30%</td>
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Quizzes and applied assignments will be further discussed in class and on the Blackboard page.

**Final Paper (20pts)**

By February 12th each student will select a public organization or small jurisdiction to conduct an Organizational Human Resource Management Profile and Assessment. It is not necessary to select
an organization with a defined HR department or a designated director of personnel. All agencies have HR issues even if they do not have separate HR departments.

Your task for this project is to gather information from published documents, interviews with agency officials, and other sources that permit you to describe and evaluate human resource management policies and practices in the agency. Your broad charge is to analyze the extent to which and manner in which the agency or jurisdiction is dealing with the major HRM issues identified by Selden, namely strategic human capital management in terms of recruitment and selection, retention, development, managing and rewarding performance and analytics. To accomplish this task, your report should include:

1. A description of the organization, including its mission, size, scope, number and types of employees;
2. An explanation of the values espoused by the organization related to recruitment, retention, motivation, evaluation, discipline, etc.;
3. A review of major human resource management policies and practices;
4. An assessment of the effectiveness of human resource management in the organization, including the fit between philosophy and operating policies, and the extent to which the organization is addressing the major challenges identified by class readings; and
5. Specific recommendations (short and long term) for improving one or more aspects of human resource management in the organization. For this, you may focus on the recruitment and selection practices, training and development processes, performance appraisal systems, use of technology, labor management practices, use of volunteers, etc.

To prepare for this project, students will need to obtain instructor approval of the agency selection as well as the interview questions that will probe for information on human resource management values, policies and practices of the organization. Interviews may be conducted in person, by phone, or via email, depending on the location of the agency and the preferences of the agency officials.

The final paper should be prepared in a format and style appropriate for delivery to the agency or jurisdiction administrator, including a transmittal cover letter, a title page identifying the student; an executive summary highlighting the research findings and recommendations; and a clearly organized and professionally written report.

**TEXT**

Human Capital, Ed 09, Sally Coleman Selden
ISBN: 9781568025506
Publisher: Congressional Quarterly
**Professional Reference Resources and Useful Websites**

*Review of Public Personnel Administration*
*HR Magazine*
*Public Administration Review*
*Public Personnel Administration*
*Journal of Public Administration Research Theory*
*Public Productivity and Management Review*
*Administration and Society*

www.opm.gov
www.eeoc.gov
www.mspb.gov
www.findlaw.com
www.law.cornell.edu
www.shrm.org

**COURSE PROGRESSION**

**Unit 1: Strategic Human Capital Management.**
In this unit we will discuss the role of human resources in the modern public organization. The unit explores the concepts of strategic human capital planning, workforce planning, and workforce competencies. We will use this information to provide guidance about assessing an organization’s strategic human capital management systems.

**Readings:** Selden Chapters Selden 1 & 2.
Organized Labor Relations

**Unit 2: Elements of Human Capital Management.**
This unit looks at the practice of human capital management. It includes chapters on hiring employees, retaining employees, training and developing employees, managing employee performance, and recognizing and rewarding employees. There are several areas that will be marked “Human Capital Metrics” that identify how different human capital activities can be measured for both the organizational and employee levels.

**Readings:** Selden Chapters Selden 3, 4, 5, 6, 7 & 8

**Unit 3: 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:** Selden Chapter 9
## Class Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Weeks</th>
<th>Reading</th>
<th>Quiz</th>
<th>Applied Assignment (possible points)</th>
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<tbody>
<tr>
<td>1/22/18</td>
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<tr>
<td></td>
<td>On-line</td>
<td>Intro</td>
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<tr>
<td>1/29/18</td>
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<tr>
<td></td>
<td>Meet In-class</td>
<td>Chapters 1 &amp; 2 – Labor Relations handout <a href="https://tamucc.kanopystreaming.com/video/human-resources-strategy-0">https://tamucc.kanopystreaming.com/video/human-resources-strategy-0</a></td>
<td>#1 due 2/26</td>
<td>The Labor Negotiation Process – in class exercise Applied Assignment 1 questions due 2/5/18 (10 pts)</td>
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<tr>
<td>2/5/18</td>
<td>On-line</td>
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<tr>
<td>2/12/18</td>
<td></td>
<td>Chapter 3 and the 4 videos on recruitment and selection <a href="http://tamucc.kanopystreaming.com/video/recruitment-and-selection">http://tamucc.kanopystreaming.com/video/recruitment-and-selection</a>; <a href="https://tamucc.kanopystreaming.com/video/recruitment-interview-techniques-interviewers">https://tamucc.kanopystreaming.com/video/recruitment-interview-techniques-interviewers</a>; <a href="https://www.youtube.com/watch?v=AV7TzUbK4xY">https://www.youtube.com/watch?v=AV7TzUbK4xY</a> other reading and videos as assigned in Blackboard.</td>
<td>#2 due 2/9</td>
<td>Submit a real job description of a public organization for which you believe you are qualified to occupy. Create the actual resume you would submit for that job description – Applied Assignment 2 due 2/11/18 (10 pts)</td>
</tr>
<tr>
<td>2/19/18</td>
<td>On-line</td>
<td>Chapters 4 &amp; 5: Employee retention and development other reading and videos as assigned in Blackboard</td>
<td>#3 due 2/23</td>
<td>Find and submit a real succession plan of a public organization</td>
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## Unit 1: Strategic Human Capital Management

**1/22/18**
- On-line Intro
- Chapters 1 & 2 – Labor Relations handout [https://tamucc.kanopystreaming.com/video/human-resources-strategy-0](https://tamucc.kanopystreaming.com/video/human-resources-strategy-0)
- other reading and videos as assigned in Blackboard.

**1/29/18**
- Meet In-class
- #1 due 2/26
- The Labor Negotiation Process – in class exercise
- Applied Assignment 1 questions due 2/5/18 (10 pts)

## Unit 2 Elements of Human Capital Management

**2/5/18**
- On-line
- other reading and videos as assigned in Blackboard.

**2/12/18**
- Meet In-class
- #2 due 2/9
- Submit for approval the entity you plan to use for your final paper.
- Applied Assignment 3 due 2/12/18. (5 pts)
- Recruitment and Selection – in class exercise
- Applied Assignment 4 questions due 2/19/18 (10 pts)

**2/19/18**
- On-line
- Chapters 4 & 5: Employee retention and development other reading and videos as assigned in Blackboard
- #3 due 2/23
- Find and submit a real succession plan of a public organization
<table>
<thead>
<tr>
<th>Date</th>
<th>Weeks</th>
<th>Reading</th>
<th>Quiz</th>
<th>Applied Assignment (possible points)</th>
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</thead>
<tbody>
<tr>
<td>2/26/18</td>
<td>Meet in-class</td>
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<td>Succession Planning – in-class exercise Applied Assignment 5 due 2/25/18 (5 pts)</td>
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<tr>
<td>3/12/18</td>
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<td><strong>SPRING BREAK!!!!!!</strong></td>
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<td>Employee Performance Evaluation – in-class exercise Applied Assignment 7 due 3/18/18 (5 pts)</td>
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<tr>
<td>3/19/18</td>
<td>Meet in-class</td>
<td>Chapters 6 &amp; 7: Managing and rewarding employee performance other reading and videos as assigned in Blackboard</td>
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<td>Applied Assignment 8 questions due 3/26/18 (10 pts)</td>
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<tr>
<td>3/26/18</td>
<td>On-line</td>
<td>Chapter 8 The analytics of strategic human capital measurement. <a href="https://www.youtube.com/playlist?list=PLhSAkm7WynRQpgW3J4N6YLvTa7IH0TeU">https://www.youtube.com/playlist?list=PLhSAkm7WynRQpgW3J4N6YLvTa7IH0TeU</a> other reading and videos as assigned in Blackboard</td>
<td>#5 due 3/30</td>
<td>Applied Assignment 9 due 4/1/18 (5 pts) Metrics – in-class exercise Applied Assignment 10 questions due 4/16/18 (15 pts)</td>
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<tr>
<td>4/2/18</td>
<td>Meet in-class</td>
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<tr>
<td>4/9/18</td>
<td>Meet in-class</td>
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<tr>
<td><strong>Unit 3: New Directions for Human Capital Management</strong></td>
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<tr>
<td>4/16/2018</td>
<td>On-line</td>
<td>Chapter 9: Turning information into intelligence through action other reading and videos as assigned in Blackboard</td>
<td>#6 due 4/20</td>
<td>Applied Assignment 11 (5 pts) Discussion on the new directions of public sector HCM</td>
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<tr>
<td>4/23/2018</td>
<td>Meet in-class</td>
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Disabilities Accommodations
The Americans 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 accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, April 6th, 2018 is the last day to drop a class with an automatic grade.
of “W” this term.

Grade Appeals
As stated in University Procedure 13.02.99.C2.03, 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 Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination
materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a grade of “F” for the class.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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.