****

**PADM 7313 – Public Human Resource Management**

**Spring 2019**

Tuesdays 6:00-8:40 PM 215 Ross Hall   
Instructor: Dr. Jerry G. Stevenson Office: 640 Ross Hall

Phone: (501) 569-3037 E-mail: [jgstevenson@ualr.edu](mailto:jgstevenson@ualr.edu)

Office Hours: Tuesdays, 4:00-5:30 PM and by appointment

*“Learning that does not involve thinking is nothing but memorization of facts not understood, resulting in the formation of mere opinions, not the possession of genuine knowledge and understanding,” (Adler, 1987)*

**Overview:**

This graduate-level course provides an introduction to human resources management in public and non-profit organizations. The topics covered in this course will assist students in their understanding of civil service protections and other issues, and how matters surrounding human resources relate to broader themes in the field of public administration. The course will also provide exposure to current research literature, providing a foundation for students who may wish to pursue further study in the field of human resource management. The material presented in this course will take both a practical and research-based approach, and will provide students with the concepts and skills necessary to perform tasks related to public human resource management.

The material and exercises in this course will address each of the four major learning objectives for the Master of Public Administration program:

* *Knowledge of public service*: Students will develop a substantive knowledge about public and non-profit organizations, public policy, the political process, public service values and professional ethics.
* *Research Skills*: Students will learn to apply critical thinking and decision-making approaches, appropriate research methods and employ analytical tools and statistical techniques for collecting, analyzing, presenting, and interpreting data for policy, organizational, and managerial issues in public and/or non-profit organization.
* *Leadership, organizational and managerial skills:* students will develop skills to lead and manage people in complex and changing environments.
* *Communication Skills*: Students will improve their written and oral communication skills that are essential for effective public administrators in order to communicate and interact productively with a diverse and changing workforce and citizenry.

**Student Learning Outcomes**

* To understand the changing environment, key principles and operating characteristics of public and nonprofit HRM.
* To identify the framework of law in public HRM.
* To describe current practices and trends in public and nonprofit HRM.
* To describe strategies for enhancing diversity in public and nonprofit organizations.
* To explain the advantages and drawbacks of typical types of performance appraisal systems.
* To identify differences in orientation and behavior between unions and management in the public sector.
* To evaluate emerging efforts for improving the public and nonprofit HRM function.

**Skill Competencies**

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

1. Analyze the strengths and weaknesses of an organization’s or jurisdiction’s human resource management policies and practices, and develop specific recommendations for moving the organization towards more strategic human resource management (SHRM);
2. Locate and use information gathered through library, electronic and field research.
3. Communicate ideas professionally and effectively in class discussions, written assignments and formal presentations;
4. Develop valid performance criteria as part of a comprehensive performance evaluation system; and
5. Apply class material and own experiences to HRM cases by making decisions regarding employee recruitment, selection, accommodation, training, promotion, compensation, discipline, evaluation and termination in the context of legal, political and value considerations.

**Teaching Philosophy**

My role is serve the self-directed and responsible graduate student as a guide, facilitator and coach. I am NOT the “sage on the stage” that some students have learned to expect from previous educational experiences. I want you to discover Public and Nonprofit Human Resource Management through the assigned readings, in-class activities and your own research. I fully expect each student to take charge of his or her own learning because learning is Not a spectator sport. You MUST be an active participant.

Please let me know if there is something specific that I can do to enhance your learning and professional development throughout the semester. I welcome your suggestions and feedback as we embark on this exciting educational journey.

**Writing Quality**

Please keep in mind that this is a professional graduate-level course. All of your written assignments should be prepared with the attention due to a professional presentation, and expected from a Master’s degree candidate. Written assignments require proofreading and editing prior to submission with careful attention given to correct grammar, spelling, punctuation, paragraphs, and sentence structure. Writing competency is extremely important in graduate school as well as in your professional career.

If you struggle with writing, I strongly encourage you to use the services of *UALR’s Writing Center*. *The Writing Center* provides a variety of resources for students (ualr.edu/writing center) and is willing to assist you in improving your professional writing skills.

**Communication Skill Center**

The *Communication Skill Center* (CSC) is a resource devoted to helping campus and online students in the various stages of preparing a presentation. Services include, but are not limited to, anxiety management, brainstorming, research, content organization, PowerPoint/Prezi design and integration, and providing presenters with balanced feedback. The CSC offers both onsite and online services. Appointments are available and walk-ins are welcome; please feel free to stop by 201 speech building, call at [501-569-8208](tel:(501)%20569-8208), or email: [communication.skill.center@gmail.com](mailto:communication.skill.center@gmail.com) or book an appointment: [http://ualrcommunicationskillcenter.setmore.com](http://ualrcommunicationskillcenter.setmore.com/)

**Diverse Viewpoints & Mutual Respect**

All students are expected to be open to diverse viewpoints and convey mutual respect to those who hold positions contrary to your own. A university classroom has to be a place where frank and open exchanges are the norm. *Please treat what others express in this class as confidential.* Only one person should be talking at a time throughout a class session with no “side conversations.”

The National Association of Colleges and Employers (NACE) lists the top skills employers want in today’s employees:

* Ability to work in a team structure
* Ability to make decisions and solve problems
* Ability to plan, organize and prioritize work
* Ability to verbally communicate with persons inside and outside the organization
* Ability to obtain and process information

This course and assignments are structured in a manner that will develop or enhance the skills you already have in these specific areas.

**UA Little Rock’s Non-Discrimination Policy**

The University and this graduate program adheres to a policy that enables all individuals, regardless of race, color, gender, national origin, age, sexual orientation, veteran’s status or disability to work and study in an environment unfettered by discriminatory behavior or acts. Harassment of an individual or group will not be condoned and any person – student, faculty, or staff member – who violates this policy will be subject to disciplinary action.

Harassment which is considered discriminatory includes actions or conduct (verbal, graphic, gestural, or written) directed against any person or group with the intent to demean or create a hostile or threatening environment.

It is not the intent of this policy to infringe upon or limit educational, scholarly, or artistic expression. At the same time the University prohibits discriminatory practices, it promotes equal opportunity through affirmative action. Nondiscriminatory affirmative action equal opportunity policies apply to: recruitment, hiring, job classification and placement, work conditions, promotional opportunities, demotions/transfers, terminations, training, compensation, choice of contractors and suppliers of goods and services, educational opportunities, disciplinary action, recreational and social activities, use of facilities, housing, and University sponsored programs.

Any person who believes they have been discriminated against should contact the Human Resources Office on campus to obtain assistance and information concerning the filing of complaints, (501) 569-3180

**Children in Class**

Children are permitted in the classroom only with the instructor’s advance permission.

**Cell phones**: Cell phones need to be turned off during every class session.

**Students with Disabilities**:

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the

DRC website at ualr.edu/disability.

**Inclement Weather Policy**: <https://ualr.edu/policy/home/admin/weather/>

**Academic Integrity**:

Students and faculty at UA Little Rock are committed to academic excellence and do not tolerate any form of academic dishonesty. According to *UALR’s Student Handbook*, the following actions are subject to grade penalty and disciplinary action:

*Cheating on an examination or quiz*: To give or receive, to offer or solicit information on any quiz or examination. This includes the following classes of dishonesty:

(a) copying from another student’s paper; (b) use during the examination of prepared materials, notes or text other than those specifically permitted by the professor:

(c) collaboration with another student during the examination; (d) buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be

the unreleased content of a coming examination, or the use of such material; (3) substituting for another person during an examination or allowing such substitution

for oneself; (f) bribery of any person to obtain examination information.

*Plagiarism*: To adopt and reproduce as one’s own, to appropriate to one’s own use and incorporate in one’s own work without acknowledgement, the ideas of others

or passages from their writings and works.

*Collusion*: To obtain from another party, without specific approval in advance by the professor, assistance in the production of work offered for credit to the extent

that the work reflects the ideas or skills of the party consulted rather than those of the person in whose name the work is submitted.

*Duplicity*: To offer for credit identical or substantially unchanged work in two or more courses, without specific advance approval of the professors involved.

**Course Requirements and Evaluation:**

1. Written Assignments & Short Presentations: 50%
2. Research Paper & Presentation: 30%
3. Class Attendance & Participation: 20%

***Written Assignments and Short Presentations****:*

In lieu of exams, students will be required to complete several written assignments and make short presentations throughout the semster. These written assignments are listed on this syllabus. Assignments are due on the week listed in the syllabus. ***Absolutely no assignments will be accepted late***. The written assignments are designed to evoke critical responses from students, and have no length requirements or limitations. However, the purpose of the written assignments is for you to apply existing theoretical approaches. Therefore, please make sure your answers to these assignments are grounded in theories.

***Research Paper:***

Each student will prepare a thorough literature review, approximately 10-12 pages of text in length (using a double-spaced, 12-point font with 1 inch margins) in addition to a works cited page and executive summary, on a topic related to the HRM themes covered in this course. **This research topic, and an annotated bibliography of eight potential sources, must be approved by the instructor no later than February 19th. Final papers are due by April 14th at the latest.** Late papers will be substantially discounted in grade unless due to a verified, personal emergency.

Please use the *APA* (American Psychological Association) style format for providing complete citation information (author, date, title, publication, volume and page numbers) for each research source. My favorite websites for APA style are <https://owl.english.purdue.edu/owl/resource/560/01/>. <https://www.library.cornell.edu/research/citation>. Please note that simply providing a URL alone is not sufficient and Wikipedia is not an acceptable research source.

Each student will investigate a human resource management topic that is currently relevant. The possible topics to investigate are limited only by your imagination. This assignment provides you with an opportunity to explore a HRM topic in depth that holds particular interest to you so I urge you to take advantage of it. Ask me for help if you are having difficulty coming up with a topic, a researchable question, or both.

The paper needs to cover the following elements:

1. The topic has something to do with HRM in public or nonprofit organizations.
2. The topic (and the title of your paper) is in the form of a researchable question. For example, how do social service agencies address issues of workforce diversity and multiculturalism?

Are nonprofit employees motivated differently than employees in the private sector?”

1. What does the literature inform us about this topic? What are the key issues, considerations, and challenges pertaining to the topic? Why does the topic have current relevance? (The focus on your analysis is on the issues pertaining to your topic rather than proposing solutions that purportedly address them).
2. Compare and contrast the key points various authors state about the topic.
3. What are the major policy implications (i.e., public policies, organizational policies or both) that are relevant to your topic?

**Presentation:**

Each student will present her/his research findings in a 10 to15 minute presentation to the class at the end of the semester. You are required to make a practice video of your presentation and share it with me at least one week prior to your final presentation. The specific dates for each student’s presentation will be determined later in the semester.

**Attendance & Course Participation Policy** It is to the student’s advantage that s/he attend every class each week because missing class can hamper individual learning and slow down the process for the entire class. Students with more than two absences will have their final grade reduced by one letter grade.

*Student participation is arguably the most valuable component of this course.*Students should attend every class prepared to discuss the readings and engage in conversations about the subject matter. It is important to note that students will not automatically receive a full participation grade for simply showing up to class or asking an occasional question. Rather, students are expected to earn their participation grade by acquainting themselves with the course material ahead of time and discussing it with the instructor and other students. Also, no “**social loafing**” please. Each student is expected to contribute and share his/her own knowledge, experiences and insights in order to maximize the learning and professional development of everyone in this class, including me.

**Required Texts:**

(1). Joan E. Pynes (2013). Human Resources Management for Public and Nonprofit Organizations, 4th Edition. San Francisco, CA: Jossey-Bass

(2). Additional readings, including journal articles and case studies, will be distributed during class or via e-mail to our class listserv *PADM731301@ualr.edu*.

**Tentative Course Schedule:**

Please note that the dates for each topic are tentative. Some topics will require greater discussion and more time than others. Students are expected to attend all class sessions and to be prepared for the next topic by completing readings ahead of time. In the event of significant schedule changes, students will be notified of the changes both in class and by the distribution of a new schedule.

**Date Topic Required Readings**

January 22 Introductions & Expectations

**Bring resume and current job**

**description to next class**

January 29 Intro to HRM Chapter 1

Strategic HRM & Planning Chapter 2

February 5 Federal EEO/Employee Protection Chapter 3

Managing a Diverse Workforce Chapter 4

**Written Assignment**:

*How do you promote diversity in*

*the workplace and help current*

*employees respond positively?*

February 12 Job Analysis Chapter 5

Recruitment & Selection Chapter 6

February 19 No Class

**Deadline for Approval of Research**

**Topic & Annotated Bibliography**

February 26 Compensation Chapter 7

Benefits Chapter 8

March 5 Training & Career Development Chapter 9

Performance Management Chapter 10

**Written Assignment:**

*Provide specific recommendations*

*for improving the appraisal of*

*employees.*

March 12 Labor-Management Relations Chapter 11

March 19 SPRING BREAK/NO CLASS

March 26 Volunteer Management Chapter 12

HRM Challenges Chapter 13

April 2 **Written Assignment**:

*What are the ideal motivational practices*

*for boosting employee morale?*

April 9 Managing Performance Problems, Assigned Articles

Discipline and Discharge Assigned Articles

April 16 Individual Presentations TBA

April 23 Individual Presentations TBA

April 30 Individual Presentations TBA

Last Class of the Semester

Course Evaluations

**Research Paper Due**

**POSSIBLE RESEARCH TOPICS (this is not an exhaustive list)**

Outsourcing HRM in the Public and Nonprofit Sector

Professional Development and Training

Comparing HRM in the nonprofit and public sectors

Employee and Management Rights and Responsibilities

Best Practices for Evaluating Employee Performance

Handling Discipline and Grievances

Workplace Justice

Recruiting and Managing Volunteers

Creating a High Performance Work Culture

Work-Family Initiatives

Valuing Diversity and Multiculturalism

Succession Planning for Public and Nonprofit Organizations

Strategic Planning for HRM in the Public & Nonprofit Sector

Strategies for Improving Employee Retention

Strategic Human Resource Management

Best Strategies for Promoting Excellent Teamwork Among Employees

Benchmarking Best HRM Practices for Public & Nonprofit Organizations

Risk & Control Management in Public & Nonprofit Organizations

Alternative Dispute Resolution Systems for Public Organizations

Empowerment Strategies

Collective Bargaining for Public & Nonprofit Organizations

**Public & Nonprofit HRM Journals (this is not an exhaustive list)**

*Journal of Public and Nonprofit Affairs*

*Public Administration Review*

*Public Personnel Management*

*Review of Public Personnel Administration*

*Public Productivity & Management Review*

*Public Performance & Management Review*

*Journal of Policy Analysis and Management*

*Nonprofit & Voluntary Sector Quarterly*

*Training & Development*

*Nonprofit Quarterly*

*Nonprofit Management & Leadership*