Instructor: Kenneth A. Klase  
Class Meeting: Mondays, 7:00 – 9:50 p.m., Curry 332  
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Course Objectives:  
This course is concerned with the management of human resources in the public sector. A central objective of the course is to help students gain a fundamental understanding of alternative systems and approaches for acquiring, managing, and transforming the human resources needed for public administration at the various levels of government in the United States. Core concepts, institutions, and values associated with the five general models of public personnel systems (i.e., patronage, civil service or merit, labor-management or collective bargaining, professional, and entrepreneurial) are contrasted and explained in an historical context. Another objective of the course is gaining an understanding of the various issues of equity and equality cross-cutting the public personnel system general models and their impacts on the core concepts, institutions, and values associated with these models.

The course examines how public sector human resource systems are currently managed and how they are being reformed in light of the many changes and current trends in the field. A major theme of the course is the changing nature of public personnel management, and thus the importance of understanding the underlying reasons for changes in organizational structure and policy reforms. The course highlights the unique aspects of public personnel systems in comparison to private sector practices as well as critically evaluating attempts to put the methods and values of the private sector to work in reforming the business of government. While there may be much that can be learned from private sector personnel practices, there are nonetheless a number of reasons for why public personnel management is different and numerous consequences that are explored in the course. This course (as should you with respect to course requirements) takes a public sector perspective on personnel practices and issues and does not subscribe to the private sector as the model or goal for public personnel management. Although the course takes a public sector perspective, particularly with respect to the development of public personnel systems, many aspects of the course will have direct applicability to personnel management in nonprofit organizations, which are generally perceived by public administrators to be a part of the public sector in light of their similarities in context and function. The core concepts, values, and issues addressed in the course with respect to public personnel systems are especially important to consider as many previous public sector functions are increasingly performed by nonprofit organizations and, even in some instances, by private sector, for-profit organizations.

While an understanding of the development, context, values, issues, problems, and
prospects of public personnel systems is important, the course is also designed to provide knowledge and skills in the specific functions of personnel management. The course provides an essential overview of mainstream personnel functions and processes, including position classification, job evaluation and classification, pay and compensation, staffing, performance appraisal, and discipline.

**Required Readings:**


**Course Requirements:**

**Participation (15%).** As a graduate level course, students are expected to contribute extensively to the conduct of the entire class. Classes will generally be in a seminar format with general discussion. Students are expected to complete all reading assignments, to attend class and participate fully in class discussions, and to apply learned concepts to in-class exercises. The in-class group exercises count toward the participation part of the grade. Failure to contribute in a positive way to the class will adversely affect your course grade.

**Case Analysis and Discussion Leadership (15%).** The written case analysis and discussion leadership are weighted equally in evaluating this requirement. Each student will prepare a written analysis of one of the assigned case studies and will direct the class discussion of that particular case. The written Case Analysis will be a brief (8-10 pages), typed assignment which should, in the context of discussion, treat each of the specific questions raised in the case and also address critically the specific concerns raised in the assigned reading. Guidelines for the written case analysis and case discussion leadership are provided below. The written Case Analysis is due and the Case Discussion Leadership (20-30 minutes) occurs when the case is assigned for class discussion.

**Human Resource Management Profile and Assessment (35%).** This assignment is a group project consisting of an approximately 15-20 page written report paper and a 20-30 minute group presentation in class on a profile and assessment of human resource management in a government or nonprofit organization. The assignment will be performed by groups of 3 students who will select a public or nonprofit organization on which to conduct the Human Resource Management Profile and Assessment. It is not necessary to select an organization with a defined HR department or a director of personnel. The assignment is intended to expose you to the Human Resource Management (HRM) context, structures, policies, practices, problems and issues in a diverse array of government or nonprofit organizations. The project requires students to gather information from published documents, interviews with agency officials, and other sources that will allow the group to describe and evaluate HRM in the organization selected.
Your report paper should include the following types of information:

1. Description of the organization, including its mission, size, scope, and types of employees;
2. Explanation of organizational and leadership values or philosophy/approaches related to HRM considerations, including recruitment, retention, motivation, evaluation, discipline, etc.;
3. Review of the role of the Human Resource function and the HR manager in the organization and the nature of HRM planning, especially in relation to the organization’s strategic management planning;
4. Review of major HRM policies and practices;
5. Assessment of the effectiveness of HRM in the organization, including the fit between philosophy and operating policies and the extent to which the organization is addressing major challenges, problems and issues identified in the texts;
6. Conclusions based on the HRM profile and assessment and specific recommendations for improving HRM in the organization.

To begin the project, students will need to identify a government or nonprofit organization, obtain instructor approval of the agency selected, and receive permission from the Personnel Director or Executive Director to study the organization for this assignment. This should be done by SEP 8. Groups should submit to the instructor an Analysis Plan, including data you intend to collect (i.e., published documents and other sources of information), interviews planned, etc. by SEP 28. The group should arrange to interview as many of the following as possible: HR Director, other HR managers, and employees performing different HR functions at other levels in the organization. Interviews may be conducted in person, by phone, or via e-mail, depending on preferences of the agency officials involved. The Analysis Plan should include a draft of interview questions that will be used to probe for information on HRM values, policies and practices of the organization.

The Group’s Human Resource Management Profile and Assessment Report should be prepared in a format and style appropriate for potentially being provided to the organization’s HR Director. Each Group will make a 20-30 minute presentation to the class on the findings of their research when the final written report is due during the last class session on NOV 30. Due November 30, 2015.

Personnel Management-Related Activities and Papers (Total of 35%). Each student will complete three personnel management related professional development activities and brief written assignments related to them totaling 12-15 pages.

Resume Revision and Paper (10%) Each student will have their resume reviewed, make changes as appropriate, and write a brief paper (approximately 3-5 pages) discussing the review and commenting about changes made in response to the review. The initial and revised resumes will be submitted as appendices. Students must provide a resume in the format required for the MPA Student Resume Book in Spring Semester. Due October 26, 2015.
Mock Interview and Paper (10%)
Each student will complete a mock interview and write a brief paper (approximately 3-5 pages) discussing the mock interview and personal reflections about the mock interview evaluation. Due November 7, 2015.

Assessment Center In-Class Activity and Paper (15%)
An In-Class Mock Assessment Center is scheduled November 9, 2015.
Paper on Assessment Center Participation and Personal Reflection: Each student will write a short paper (approximately 5 pages) discussing and evaluating their participation in the In-Class Mock Assessment Center and providing personal reflection on their participation in the Assessment Center. Due November 23, 2015.

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Nigro, Nigro and Kellough, Ch.11;
Thompson and Seidner, “Human Resource Management in the Federal Government During a Time of Instability,” (K&C, Ch.4);
Selden, “After the Recession: State Human Resource Management,” (K&C, Ch.5);
Getha-Taylor, “Strategic Human Resource Management at the Local Level: Balancing Enduring Commitments and Emerging Needs,” (K&C, Ch.6);
Mareschal, “Public Sector Labor Issues: Rights, Retrenchment, and Democracy,” (K&C, Ch.23);

**Case Discussion:** Good Management or Bargaining in Bad Faith?, KNL, p.356.

Approval of Agency for HRM Assessment NLT SEP 14

SEP 7  Labor Day Holiday -- No Class

SEP 14  HRM and Performance Management, Productivity Improvement, and Alternative Mechanisms; HRM and Information Technology: HRM Information Systems; HRM and Social Media
Klingner, Nalbadian and Llorens Ch. 4 (85-104);
Hyde and Uys, “The Death and Life of Productivity Management in Government,” (K&C, Ch.3);
Ammons, “Measuring and Benchmarking Human Resource Management,” (K&C, Ch.16);
Fernandez, Malatesta, and Smith, “Human Resources Management and Government Contracting,” (K&C, Ch. 24);
Brudney, “Supplanting Common Myths With Uncommon Management: The Effective Involvement of Volunteers In Delivering Public Services,” (K&C, Ch.7);
Tufts and Jacobson, “Human Resource Management Issues with Social Media,” (K&C, Ch.25);

**Case Discussions:** (1) Privatization, KNL, p.101; (2) Between a Rock and a Hard Place, KNL, p. 102.

Approval of Agency for HRM Assessment

B. PUBLIC PERSONNEL MANAGEMENT FUNCTIONS AND ISSUES

SEP 21  The Role Of the Public Personnel Manager; Strategic Human Resource Management
Klingner, Nalbadian and Llorens, Revisit Ch.2 (36-62),Ch. 3 (65-84);
Pynes, “Strategic Human Capital,” (K&C, Ch. 8);
Naff, “Public Sector Workplace Design: New Challenges and Future Dynamics,” (K&C, Ch.26);
Jacobson, “Planning for Today and Tomorrow: Workforce Planning,” Hays, Kearney, and Coggburn (2009), Ch. 12;
SEP 28  Position Classification Methods
Klingner, Nalbadian and Llorens, Ch. 5 (105-125);
T.E. Windell, “Can We Fix the GS Position Classification System?” Public Manager, Vol. 44, Nr. 2 (Summer 2015), pp. 50-53.
Case Discussion: (1) Who’s Most Qualified to be Minority Recruitment Director?, KNL, p.121.

OCT 5  Compensation
Klingner, Nalbadian and Llorens, Ch. 6 (126-155)
Llorens, “Trends in Public Sector Compensation–Pay Administration,”(K&C, Ch. 11);
Perry, “Compensation, Merit Pay, and Motivation,” Hays and Kearney (2003), Ch.10
Facer and Wadsworth, “Employment Benefits: Patterns and Challenges for Public Organizations,” (K&C, Ch.12);
Marlowe and Calabrese, “Post-Employment Benefits: Pensions and Retiree Health Care,” (K&C, Ch.13);
Case Discussions: (1) Compensation – Paying the Tucson Police, Reeves, p.21.

OCT 12  Fall Break -- No Class

OCT 19  Social Equity Issues: Equal Employment Opportunity, Affirmative Action, and Workforce Diversity
Klingner, Nalbadian and Llorens, Ch. 7 (159-180)
Kellough, “Combating Discrimination and Its Legacy: Affirmative Action and Diversity In The Public Sector,” (K&C, Ch.18);
Mastracci and Bowman, “Gendered Organizations and Human Resource Management Practices that Foster and Sustain Gendered Norms,” (K&C, Ch.19);
Lewis, “Veterans’ Preference and the Federal Service,” (K&C, Ch.20);
Mani, “The Americans with Disabilities Act: Contradictions in Public Policy,” (K&C, Ch.21);

**Case Discussions:**
1. Social Equity vs. Employee Rights, KNL, p. 178;
2. From EEO and AA to Diversity Management, KNL, p. 178.

**OCT 26**

**Staffing (Recruitment, Selection, Promotion)**
Klingner, Nalbadian and Llorens, Ch. 8 (181-204)
Roberts, “Issues, Challenges, and Changes in Recruitment and Selection,” Hays and Kearney (2003), Ch.8;
Gazley, “Personnel Recruitment and Retention in the Nonprofit Sector,” Hays, Kearney, and Coggburn (2009), Ch.6;

**Case Discussion:**
(1) Information Technology Recruitment, KNL, p. 200.

**Presentation on Assessment Center**

**Resume Revision and Paper Due**

**NOV 2**

**Training and Development**
Klingner, Nalbadian and Llorens, Ch. 10 (230-249)

Willow Jacobson, Ellen V. Rubin, and Sally Coleman Selden, “Examining

**Case Discussions**: (1) Develop a Diversity Training Program, KNL, p. 246.

**Mock Interview Paper Due**

**Nov 9**

**Assessment Center In-Class Activity**

**Nov 16**

**Employee Motivation and Performance; Performance Appraisal**

Klingner, Nalbadian and Llorens, Ch. 9 (207-229), Ch. 11 (250-278)

Gabris and Davis, “Motivating Public Service Employees in the Era of the ‘New Normal,’” (K&C, Ch.14);

Guy and Newman, “Emotional Labor: The Relational Side of Public Service,” (K&C, Ch.15);


Bowman, “Personnel Appraisal No Matter What: Dysfunctional, Detrimental, Dangerous, Self-Defeating,” (K&C, Ch.10);

**Case Discussions**: (1) Requiem for a Good Soldier, KNL, p. 226; (2) Evaluating Appraisal Instruments, KNL, p.277.

**C. RIGHTS, ETHICS, AND FUTURE REFORM**

**Nov 23**

**Organizational Justice (Discipline, Dismissal, and Grievances), Employee Rights, Health and Safety**

Klingner, Nalbadian and Llorens, Ch. 12-13 (279-333)

Rosenbloom and Chainin, “What Every Human Resource Manager Should Know about the Constitution,” (K&C, Ch.2);

Sowa, “Managing Employee Problems: State Government Grievance and Complaint Resolution Systems and Practices,” (K&C, Ch.17);


**Case Discussions**: (1) Workplace Violence – In Hindsight, We Could See it Coming, KNL, p.297; (2) Juan Hernandez v. The County, KNL, p.329.

**Assessment Center Paper Due**
GUIDELINES FOR WRITTEN CASE STUDY ANALYSIS AND DISCUSSION LEADERSHIP

Each student will be responsible for preparing a written case analysis of one of the case studies assigned for the course and leading the class discussion of that particular case during the week the case is assigned. The written analysis will be a brief, typed assignment (approximately 8-10 pages) which should cover the standard elements of a case analysis but may also incorporate additional references and background material about the topic of the specific case.
being analyzed. The guidelines in this handout are provided to indicate more clearly what is required in this assignment and to indicate the criteria that will be used in evaluating the assignment.

**WRITTEN CASE ANALYSIS**

Each student should produce a well-organized, well-written case analysis paper for their assigned case that in scope and general content covers at least the following areas: **(1) The background of the case.** You should key in on the situation presented in the case, the issues revealed, and the problems that are the basis for the case; **(2) The relevant public human resource management concepts and topics which apply to the case from the text and other readings.** You should provide a thorough overview and summary of the concepts, issues, and topics related to the case that are discussed in the reading assignments. This section may offer the opportunity to incorporate other references beyond those in the assigned reading; **(3) General discussion of the issues and problems in the case, how they relate to required readings, and how they might be resolved.** In this section you should cover the issues and problems that have been identified in the case and how they relate to the public human resource management concepts and topics covered in the required readings. Be sure to address aspects of the discussion questions for the case provided at the end of the case --- not in a question and answer format but incorporated as related into the discussion of issues and problems in the case. If your case doesn’t have specific questions, then you should develop appropriate discussion questions. If your case has discussion questions, you may also develop and utilize additional questions where needed. You should also present possible alternative solutions that might be used for the problems and issues identified in the case. This section may offer the opportunity to incorporate other references beyond those in the assigned reading; **(4) Conclusions and Recommendations.** In this section you should provide a summary of your analysis, note any conclusions that you have drawn, and provide recommendations with respect to the case. What is the likely future outlook with regard to the subject of this case study?

While this is a brief assignment (approximately 8-10 pages), it does require critical analysis to be performed. The written product must be well-written and clearly presented with well-argued points. You may use sections which correspond to the areas described above, or you may select other organizing methods. In any case, be sure to thoroughly cover the content indicated above. You may, of course, cover other aspects that you feel relevant for your case in addition to the areas noted. The written case analysis paper is weighted equally with the discussion leadership in evaluating this course requirement.

**CASE DISCUSSION LEADERSHIP**

You should read your case and the relevant text reading, consider how you might approach leading the class discussion of the case. The discussion leadership portion of the assignment will be weighted equally with the written case analysis. Having been assigned a particular case, it is your responsibility to investigate the background of the case, the issues and problems, and alternative solutions and to apply the relevant assigned readings and other relevant reference materials to that case.
As the more-or-less "expert" on the case, you are then responsible for leading discussion of an overview of the case, using discussion questions to elicit participation in general class discussion of the case on the date assigned. There are several aspects of this portion of the assignment which will be considered in evaluating it: (1) Effectiveness at discussion leadership (general approach and climate). To what degree have discussion leaders presented an opportunity for discussion of the case by other students in the class? It is the responsibility of the discussion leader to utilize an approach and to set a climate which will allow full participation in discussion. You may liken this to a seminar setting with the requirement that all members of the seminar must participate fully for it to be effective. While individual class members have the responsibility to participate fully as evaluated in their class participation grade, discussion leaders must present them the opportunity to do so. The effectiveness of case discussion depends on active participation. (2) Coverage of the case and relevant concepts and issues. You should plan to initially lead a discussion of a brief overview of the background of the case. You may incorporate here additional reference materials beyond what is in the case and assigned readings if appropriate. You should refer to discussion questions which focus on aspects of the case. (3) Case Analysis Discussion leaders will be evaluated on the extent to which they have attempted to involve the rest of the class in discussion of various aspects of the case. Aspects include the following: background or situation; significant issues or problems; relevant concepts and topics from assigned readings; how the case relates to these concepts and topics under discussion; general discussion of the case as an application of these concepts/topics; alternative solutions to the problem(s) or issues presented in the case; conclusions/recommendations and future prospects. Important here is the notion that the discussion questions should be used to develop discussion on the aspects of the case. There is an expectation that the relevant content of all the aspects mentioned will be covered in discussion, but the discussion leaders should lead the discussion and provide follow-up responses in such a way that those points are elicited from others participating in the discussion. Of course, if some aspects of the case are not brought out in the discussion, then discussion leaders may have to point out those areas where appropriate. The overriding consideration is to lead the discussion in a way that successfully discusses the various aspects of the case.

PSC604 CASE ANALYSIS ASSIGNMENTS

AUG 24 Merit, Professionalism, and the Problems of the Civil Service System
(1) Political Clearance for “Buck” Pleake, KNL, p.24;
(2) Choosing a Municipal Personnel Director, KNL, p.57.

AUG 31 Labor-Management Relations
(1) Good Management or Bargaining in Bad Faith?, KNL, p.356.

SEP 14 Reinventing Government, Entrepreneurialism, and Civil Service Reform; Productivity and Human Resource Management Information Systems
(1) Privatization, KNL, p.101;
(2) Between a Rock And a Hard Place, KNL, p. 102.
SEP 21 The Role Of the Public Personnel Manager; Strategic Human Resource Management
(1) Human Resources Planning, Smoky Bear is an Underfill, Reeves, p. 99.

SEP 28 Position Classification Methods
(1) Who’s Most Qualified to be Minority Recruitment Director?, KNL, p. 121

OCT 5 Compensation
(1) Compensation – Paying the Tucson Police, Reeves, p. 21;

OCT 19 Social Equity Issues: Equal Employment Opportunity, Affirmative Action, and Workforce Diversity
(1) Social Equity vs. Employee Rights, KNL, p. 178;
(2) From EEO and AA to Diversity Management, KNL, p. 178.

OCT 26 Staffing (Recruitment, Selection, Promotion)
(1) Information Technology Recruitment, KNL, p. 200.

NOV 2 Training and Development
(1) Develop a Diversity Training Program, KNL, p. 246;

NOV 16 Employee Motivation and Performance; Performance Appraisal
(1) Requiem for a Good Soldier, KNL, p. 226;
(2) Evaluating Appraisal Instruments, KNL, p. 277.

NOV 23 Organizational Justice (Discipline, Dismissal, and Grievances), Employee Rights, Health and Safety
(1) Workplace Violence – In Hindsight, We Could See it Coming, KNL, p. 297;
(2) Juan Hernandez v. The County, KNL, p. 329.