

Human Resource Management in Government
PPA 747
Department of Public Administration

Fall 2008

Mondays: 5:00 pm -7:45 pm

Eggers 070

Office hours:

Mondays (3:00 – 4:30 p.m.)

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Office hours: Please call me and leave a message to set up an appointment. I am available to help you, so don't hesitate to call, come to my office hours, or set up an appointment.

Course Objectives

PPA 747 is a graduate level introduction to human resources management in the public sector. The course will focus on the intricacies of human resources management, examining the controversies associated with human resources management in the public sector, and evaluate methods to achieve public purposes through the effective utilization of diverse human resources. The course has three overall objectives. One is to provide an understanding of current human resources management policies, problems and practices. A second is to provide some introductory skills in doing what personnel administrators do. A third is to enhance your understanding of human behavior in the workplace.

Emphasis will be placed on student participation and discussion. Discussions will center on the analysis and critiques of assigned readings. I expect that members of the class read all of the reading assignments and actively participate in the class discussion at all times.

Students at the end of the course should

- Understand organizational environment changes and their impact on HRM.
- Appreciate the values of Strategic Human Resources Management (SHRM).
- Understand the history of public personnel administration.
- Be able to identify key legal issues for HRM.
- Recognize issues related to workforce diversity and their impact on HRM.
- Understand and identify the components of employee compensation.
- Understand the role of manager in employee motivation and productivity.
- Be able to identify key issues for employee recruitment and selection.
- Understand performance appraisal systems and the role of managers.

- Understand the history of labor-management and its implication for HRM.
- Be able to identify the challenging issues in current HRM.
- Be able to conduct a research project related to HRM and present the results of the research.

Text

- Stephen E. Condrey, editor, *Handbook of Human Resource Management in Government* (San Francisco, CA: Jossey-Bass, 2005, 2nd edition). The book has been ordered at the Orange bookstore.
- Cases and other readings: see Kim’s website:
<http://faculty.maxwell.syr.edu/shkim07/>
ID: ppa747
Password: Fall2008

(Please be sure to enter the username and password*exactly* as shown above. Additional readings may be added throughout the semester.)

Course Requirements

Class attendance & participation	15%
Group presentation (Case analysis)	10%
Midterm exam	30%
Final project	40%
Project presentation	5%

Grade Scale: A = 95-100%, A- = 90-94%, B+ = 86-89%, B = 82-85%, B- = 78-81%, C+=74-77%

Grading (From Graduate Catalog): The following symbols are used in reporting and recording a student’s grades: A superior, B above average, C average. Faculty members have the option of using plus (+) and minus (-) for grades.

1. Weekly preparation, case studies, & group assignments

Students are expected and encouraged to participate fully in class sessions. Attendance at all classes is mandatory. Class participation in seminar discussions is central to your learning and development as graduate students. Your job is to delve deep into the course reading materials and effectively engage in discussions and exercises. Students will be evaluated on the quality and the clarity of the points and questions that you raise, and your ability to lead an engaging intellectual discussion.

To prepare for case discussions you should thoroughly analyze each case before the class session in which it will be discussed. You will be asked to present and defend your analysis and recommendations in class. Come to class with your sense of the problems

presented in the case, possible causes of the problems, and what key stakeholders should do and should have done. Sort out facts from assumptions and inferences. Rationales for your analysis and recommendations should be based on theories and facts drawn from the readings and ideas presented in earlier class sessions. Think about what general ideas can be drawn from the case that might have application elsewhere.

An outstanding contributor to class discussions and exercises will provide major insights as well as direction for the class. Arguments presented will be persuasively presented. Questions will be insightful and reflect thoughtful engagement with the readings.

2. Group Case briefing

Leaders and managers often need to communicate complex information quickly and effectively. Each week that a case study is due, individuals from the class will be assigned to brief the class on the case study. This will include **setting the context, identifying the actors and institutional players, the issues/problems/challenges and opportunities, and then conclude the briefing by suggesting several thought provoking questions from which to begin our case study discussion.** The student teams should not exceed **15 minutes** for this presentation. Critical to this presentation is linking the problems described in the case to the readings for the week. The purpose of this exercise is to get students making public presentations in which they need to convey both breadth and depth to key agency executives and policy makers in a very short period of time.

The second part of the case study presentation is to facilitate a class discussion. This can range from facilitating a group discussion around several challenging questions to the development and execution of a role play simulation in which the presentation group organizes class members into different groups with similar and conflicting interests. Each student group will be given **a maximum of 40 minutes** for the case study component of the class. Therefore, it is essential that you are thorough and succinct in your overview presentation and linking of the case to the readings and materials covered. It also means you need to think out your case study exercise in terms of rigor, feasibility, class involvement, timing, and the ability to bridge theory with practice. This is challenging and obviously the better the presentation, the better your grade. You will be graded by the instructor on the following criteria: **Clarity and Organization, Presentation Style, Speakers knowledge of the topic, and rigor and creativity of the class exercise.**

3. Midterm Exam: This essay test will be drawn from the text and information presented in class. The exam is a “take home, essay” test; 3 pages per question. Exams should be typed. The main **criteria** for evaluating the essay would be clear understanding of current issues of human resource management, a logical coherence, organization and structure (i.e. an opening paragraph which sets the state for the rest of the paper; a concluding paragraph summarizes what was discussed), and a creative analysis. The

midterm exam will be distributed in class on **October 20th** and will be due on **October 27th**. The exam is to be completed individually. Do not discuss it with anyone.

4. Project Paper: HRM Innovations in the Public Sector

Students are required to conduct a research project (assessing and evaluating a HRM issue in public and non-profit organizations). **The paper should be based on a literature review, or a case study, or on an empirical analysis of data (government agency's data, & available survey data of public and non-profit organizations) relevant to the course.** The final paper is to be 12 -15 double-spaced pages long (not including references and Appendix; 12 point font; one-inch margins). Each student will select the project paper topic. Students will negotiate a topic with the professor. Topics must concern cutting-edge public HRM challenges. Students will to make an in-class presentation late in the semester and submit a final paper. If you conduct a case study, plan at least two or three interviews for the project paper and prepare an open-ended questionnaire. Students will work on this project throughout the semester and will periodically be asked to provide information about their progress. Writing counts. (See Appendix)

Project Process:

Proposal (1 page description): Students will submit a one-page project proposal in September. The proposal will list (a) the organization and topic selected, (b) a brief statement why the student selected the organization and topic. — **September 22, 2008**

Project presentation—**November 24 & December 1, 2008** (organize a 10 minute in-class presentation; PowerPoint Presentation)

Final written report due — **December 5, 2008** (Due by 4:30 pm; Kim's mailbox at the Campbell Institute)

Topics recommended:

- Challenges and issues of public personnel management
- Civil Service Reform in state and local governments
- Recruitment and selection in public and non-profit organizations
- Innovations and organizational capacity of the Office of Personnel Management
- Aging workforce
- Succession planning
- Knowledge management
- Information technology and human resource management in the public sector
- The coming shortage: IT professionals in the public sector
- Performance-based reward systems in the public sector

- Diversity management
- Skills and knowledge development (e.g., conflict resolution, coordination & collaboration)

5. Requirements for written work: All written assignments should be clearly written and well organized. They are to be typed, double spaced, and proofread. All written assignments must be on time. Late assignments will be penalized 10% for each day they are late.

- *Writing assistance* is available at the S.U. Writing Center. See their web page at: <http://wrt.syr.edu/>
- PA department also provides writing assistance programs for the MPA and the MAPA students. Contact Christine Omolino at the PA department.
- **Academic Integrity:** I expect students to abide by the academic rules and regulations established by Syracuse University (See SU Academic Integrity Policies and Procedures at <http://academicintegrity.syr.edu>). It is your responsibility as a student to understand what plagiarism is and how correctly to reference documents and attribute other peoples' arguments that you are citing. If you have any questions about what constitutes plagiarism, or how to make references in papers, see: <http://library.syr.edu/instruction/tutorials/plagiarism/plagiarism.html>
- **Office of Disability Services:** Students who are in need of disability-related academic accommodations must register with the Office of Disability Services (ODS), 304 University Avenue, Room 309, 315-443-4498. Students with authorized disability-related accommodations should provide a current Accommodation Authorization Letter from ODS to the instructor and review those accommodations with the instructor. Accommodations, such as exam administration, are not provided retroactively; therefore, planning for accommodations as early as possible is necessary. For further information, see the ODS website, <http://disabilityservices.syr.edu/>.

Course Calendar and Reading Assignments

(Subject to revision as required)

Week 1 (August 25)

Introduction and Overview of Seminar

“What are we doing here?”

The Evolution and Prospects of Human Resource Management

Condrey, Chap.1, The Changing Role of Human Resource Office.

Condrey, Chap.2, Beyond Civil Service: The Politics of the Emerging Paradigms

Condrey, Chap.3, Radical Civil Service Reform: Ideology, Politics, and Policy

Week 2 (September 1)

Labor Day; No class

Week 3 (September 8)

Strategic Human Resource Management

Condrey, Introduction, Toward Strategic Human Resource Management.

Condrey, Chap. 28, Brown and Brown, Strategic Planning for HR Managers.

Hays (2004). "Trends and Best Practices in State and Local HRM: Lessons to Be Learned" (Kim's website)

OPM Strategic human resources management: Aligning with the mission (www.opm.gov/studies/alignnet.pdf), (Kim's website)

Case: Group 1

Abramson, "Towards a 21st Century Public Service: Reports from Four Forums," (Kim's website)

Week 4 (September 15)

The Legal Environment of HRM

Condrey, Chap.17, HRM Legal Issues: An Overview.

Condrey, Chap.19, Sexual Harassment in the Workplace.

Case: Group 2

Walking a fine line: Qualifications and Equal Opportunity in the Charlotte Fire Department (*Kim's website*)

**Week 5 (September 22) Workforce Diversity
(Project paper proposal due)**

Condrey, Chap. 7, Valuing Diversity: The Changing Workplace.

Condrey, Chap.20, Understanding the Americans with Disabilities Act.

Condrey, Chap. 8, Managing an Aging Workforce: Trends, Issues, and Strategies

Case: Group 3

J. Edward Kellough and Katherine C. Naff Title, “A Changing Workforce: Understanding Diversity Programs in the Federal Government”

(<http://www.businessofgovernment.org/pdfs/NaffReport.pdf>)

Week 6 (September 29) Managing HR: Staffing

Condrey, Chap. 5, Staffing the Bureaucracy: Employee Recruitment and Selection.

Condrey Chap 6, Toward a More Flexible Public Workforce: Issues and Implications.

Allan V Burman, The Multisector Workforce: How Can We Management It Better?

(http://www.businessofgovernment.org/pdfs/multisector_workforce.pdf)

Kim, “Factors Affecting State Government Information Technology Employee Turnover Intentions,” American Review of Public Administration, June 2005, 34(2): 137-156 (Kim’s website)

Case: Group 4

Joseph A. Ferrara and Mark C. Rom (2002), The Defense Leadership Management Program: Taking Career Development Seriously.

(<http://www.businessofgovernment.org/pdfs/FerraraReport.pdf>)

Week 7 (October 6)

Managing HR: Motivation and Career Development

Condrey, Chap. 21, Halachmi and Krogt, The Role of the Manager in Employee Motivation.

Condrey, Chap.14, Van Wart, Organizational Investment in Employee Development

Kim, Career development and Job satisfaction, ROPPA 2002 (Kim's website)

Wright & Kim, Participation's Influence on Job Satisfaction: The Importance of Job Characteristics," with Brad Wright, Review of Public Personnel Administration, March 2004, 24(1): 18-40.

Case: Group 5

"Note on the EPA under Administrator Anne Gorsuch" (Kim's website)

Case "Surviving at the EPA (Bill Hedeman)" (Kim's website)

Case "Surviving at the EPA (Mike Cook)" (Kim's website)

Week 8 (October 13)

Managing HR: Performance Assessment

Condrey, Chap. 22, Daley, Designing Effective Performance Appraisal Systems.

Risher, Pay for Performance: A Guide for Federal Managers, (Kim's website)

GAO (2005): Poor Performers in the Federal Workplace (Kim's website)

(skim) Condrey, Chap. 23, Effective Job Analysis Methods

Case: Group 6

Hal G. Rainey and James R. Thompson (2003), Modernizing Human Resources at the Internal Revenue Service

(<http://www.businessofgovernment.org/pdfs/ThompsonReport.pdf>)

Week 9 (October 20) Managing Volunteers
(The midterm exam will be distributed in class.)

Condrey, Chap. 10, Brudney, Using Volunteers in the Workplace.

Week 10 (October 27) Managing HR: Compensation & Benefits
(The midterm exam due by 5:00 pm)

Guest speaker: Elaine Walter, Commissioner of Personnel, Onondaga County; “Salary and Benefit Structures in Local Governments in NYS” **(5:00 pm -6:00 pm)**

Condrey, Chap. 26, Designing and Creating an Effective Compensation Plan.

Condrey, Chap. 31, Cayer, Employee Benefits: From Health Care to Pensions.

Week 11 (November 3) Conflict Management & Discipline

Guest speaker: Christina Merchant (5:00 pm – 6:30 pm)
(Designing Conflict Resolution Systems)

Condrey, Chap. 15, Understanding and Using Conflict in the Workplace

Pagan, Understanding Variation in the Practice of Employee Discipline, ROPPA 2004 (Kim’s website)

Condrey, Chap. 12, Practical Strategies for Increasing Ethical Behavior in the Workplace

Case: Group 7

Mediation at Work: Transforming Workplace conflict at the United States Postal Service: (Kim’s website)

Week 12 (November 10) Labor Management and Collective Bargaining

Guest Speakers: Ray Pascucci

Condrey, Chapter 16, Tobias, Employee Unions and the HRM Functions

Case: Group 8

Richard S. Rubin and Barry M. Rubin, Labor-Management Partnerships: A New Approach to Collaborative Management.

(<http://www.businessofgovernment.org/pdfs/RubinReport.pdf>)

Week 13 (November 17) Emerging HRM Issues

Kim & Lee (2005), “The Impact of Organizational Context and IT on Employee Knowledge Sharing Capabilities in Public and Private Organizations.” (Kim’s website)

Condrey, Chap. 25, Danziger and Gianos, Anticipating and Copying with Technological Change in the Workplace.

Condrey, Chap. 30, Human Resource Consultants and Outsourcing

Condrey, Conclusion: Toward Effective Human Resource Management

Case: Group 9

James R. Thompson (2007). Designing and Implementing Performance-Oriented Payband Systems.

(<http://www.businessofgovernment.org/pdfs/ThompsonPaybandReport.pdf>)

Week 14 (November 24) Project presentation

Week 15 (December 1) Project presentation

(Project paper: Due by 4:30 pm, December 5, 2008)

Course-Related Websites

- **Sites about Human Resource Management**

Office of Personnel Management

<http://www.opm.gov>

Human Resources Information Management Mall

<http://www.hrimmall.com>

International Personnel Management Association

<http://www.ipma-hr.org>

Society for Human Resources Management

<http://www.shrm.org>

HRM Resources on the Net

http://www.nbs.ac.uk/staff/lyerj/hrm_link.htm

<http://www.spb.ca.gov/POLICY/csl.htm>

- **Sites about Employment Law**

Employment Law Resource Center

<http://www.ahipubs.com>

HR Law Index

<http://www.hrlawindex.com>

- **Other Course-Related Websites**

www.aspanet.org

www.mspb.gov

www.gao.gov

www.whitehouse.gov

www.excelgov.org

www.icma.org

www.centerdigitalgov.com

www.endowment.pwcglobal.com

Internet websites of state governments
(For example, current reforms in Georgia, Washington, & Florida)

Internet websites of local governments

- **Course-Related Journals (e-Journals in the library)**

Public Administration Review; Journal of Public Administration Research and Theory; Public Performance and Management Review; Review of Public Personnel Administration; Public Personnel Management; American Review of Public Administration; Public Administration Quarterly; International Journal of Public Administration; Nonprofit and Voluntary Sector Quarterly

Appendix: Project Paper

The major assignment for the term will be an evaluation of human resource management in a public organization. This project paper accounts for *forty* percent of your course grade. Topics must concern cutting-edge human resources management challenges in the public sector. The project is designed to provide you with direct experience with an existing public (federal, state, and local governments) organization or a nonprofit organization. The project goal will be to gather information from published documents, interviews, and other sources that permit you to describe and evaluate human resource management in the organization you select. You can select the project topic based on your research and professional interests.

Please note that it is NOT necessary to examine an organization with a defined HR department or director of personnel. This assignment is intended to expose you to human resource issues as they are handled in the diversity that is the public sector, which included both large and small organizations.

I. Project Paper Structure A: Case Study

The paper length will be 12 to 15 pages (double-spaced) not including references and the Appendix; in the final report, the following items are expected:

*Cover Page: Title & Author

*Executive summary (1 page, single-spaced)

1. Introduction

- Introduce the problem
- Develop the background
- State the purpose and research questions
- Brief description of methodology
- List of next chapters (sections)

2. **Literature Review:** A good literature survey is expected. Generally, the purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

*Website related to literature review:

<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>

3. Research Methods:

- Describe the background information of the case organization here
- Data collection procedures and methods in detail
- Attach interview questions or a survey instrument as Appendix

4. **Findings or Results:** Report data analysis results (interview data, available information & data from the case and literature review, statistical results, tables, etc.) here. If you do not have enough space presenting all of your research findings, you can attach tables, figures, and data as Appendix at the end of the paper.

5. **Lessons or Implications:** Relate the study results to the findings of the literature review. Discuss the implications of your research findings for public management practices.

6. Conclusion

- Brief Summary of research findings
- Limitations of Present Study
- Directions for Further Study
- Contributions of the study findings to public and non-profit management

7. Reference

- APA format: See the website below.

<http://www.wisc.edu/writing/Handbook/DocAPAResources.html>

<http://www.lib.usm.edu/research/guides/apa.html>

<http://owl.english.purdue.edu/owl/resource/560/01/>

Electronic source: Go to <http://www.apastyle.org/elecref.html>

- Include all the information such as full names of author(s), article title, journal name, volume number, issue number, year, & page numbers.
8. **Appendix** - put any tables, data, graph, interview questions, a survey instrument etc. here in the Appendix, not in the body statement.

II. Project Paper Structure B (Conceptual Paper Based on Literature Review)

The paper length will be 12 to 13 pages (double-spaced) not including references and the Appendix; in the final report, the following items are expected:

*Cover Page: Title & Authors

*Executive summary (1 page, single-spaced)

1. **Introduction** (see Section I above)

2. **Main bodies** (several subtitles): Issues, categorization of theories and models, and your logical arguments or new conceptual model proposed. You can create this section based on your research interests and findings.

*[Website related to a literature review paper:](#)

<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>

3. **Lessons** and Implications (see Section I above)

4. **Conclusion** (see Section I above)

5. **References** (see the information in Section I)

6. **Appendix** (see the information in Section I)

III. Grading Criteria of the Project Paper

	Excellent	Very Good	Good	Fair	Poor
1. Clear purposes or research questions					
2. Well organized structure					
3. Scope of literature review					
4. Efforts of data collection					
5. Clear presentations of findings					
6. Contribution to the subject area					
7. Logical coherence					
8. Creativity					
9. Writing					
10. Clear references					

Note: All criteria have equal weight.

