

PADP 4200: Public Sector Human Resource Management
University of Georgia
Fall 2019

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Class Time: T/TR 2:00 PM – 3:15 PM
Class Location: Journalism 501
Office Hours: Tuesdays 3:30 PM – 5:30 PM
& by appointment

Course Description and Objectives

Public employees are an asset critical to the functions of government. Effective human resource management requires investing in these assets in a manner that helps an agency accomplish its goals and missions. In addition to civil servants being a strategic asset, public sector human resource management is a key tool for holding civil servants accountable for serving the public. In the public sector, human resource management also requires working within the confines of the law to provide a diverse workforce that is effective and fair. This course will include an overview of the context in which public sector human resource management is administered and an exploration of its core functions and activities. Case studies and exercises will be used to highlight the tensions, responsibilities, and tasks of human resource management. Students will complete this course with an understanding of the context of public sector human resource management, its strategic importance to mission accomplishment, and the interrelatedness of the core functions.

Required Text

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

Additional readings will be posted as PDF or Word documents to this course’s eLearning Commons (eLC) site.

Course Components and Grading

Course grades will be determined by four components in the following weighting:

Attendance and participation	10%
In-class exercises	20%
Exams	45%
Group project	25%

This weighting system may be adjusted at the professor’s discretion. No curves in grading are anticipated. Below is the grading scale:

A	93–100%	A-	90–92%		
B+	87–89%	B	83–86%	B-	80–82%
C+	77–79%	C	73–76%	C-	70–72%

D+	67–69%	D	63–66%	D-	60–62%
F	Less than 60%				

Course Requirements and Expectations

Attendance. Regular attendance throughout the semester is critical and appreciated as is arriving on time. Understanding of the course content will not be acquired by reliance on readings instead of class attendance. Class attendance will be taken on a regular basis. Missing more than three classes without excuses will result in a grade of F for the course. Excused absences will be allowed if the student obtains prior approval for missing a class and only in certain circumstances, such as illness, family emergencies, religious observance, and unavoidable conflict due to official university obligations. Documentation is required to have an absence excused.

Class Participation. Classroom participation is a central part of the learning that occurs in a college class. Class participation will be evaluated in two ways. First, your participation grade will benefit from active behaviors such as raising and answering questions, sharing your ideas, observations, and personal experiences, relating and synthesizing the ideas of others, and helping your classmates develop their views and ideas. Second, there will be several opportunities to work in small groups on in-class exercises or case studies throughout the semester. Participating in groups that do not engage in social loafing and that actively do the assignments and report out their results will enhance your class participation grade. Inversely, distracting behaviors and social loafing in groups will negatively impact your participation grade.

In-Class Exercises. Students will complete three in-class exercises throughout the semester. These assignments intend to give you the opportunity to demonstrate your knowledge of the course concepts, show your understanding of the readings and lectures, and offer your own analytical insights. In addition, one of the purposes of this course is to understand how HR managers work with people who have diverse backgrounds in a global setting. To achieve this goal, the professor will assign students to small groups for each assignment, considering their backgrounds and interests. Therefore, students will experience three different group settings. For each assignment, students will read cases and think about discussion questions individually, discuss them with other members in their groups, and write their responses to the questions (either individually or in group; to be determined later in class). Forty percent (40%) of your grade will be based on the quality and depth of your answer, 40% on your ability to ground your response in the relevant course material, and 20% on grammar, style, and writing quality. Assignments that do not meet the above guidelines will receive point deductions. Late assignments will be penalized 10% per day. Students can request make-ups for in-class exercises, provided that they have a legitimate reason. These reasons include serious illness, religious holidays, and family emergencies. Students must show documentations of the particular circumstances to the professor.

Exams. There will be three in-class exams during the semester. The exams will primarily consist of multiple choice questions, true/false questions, several short answer questions, and 1–2 essay questions. Information from lectures, readings, cases, and in-class activities will be covered on the exams. Students are expected to take the exams when scheduled; failure to take an exam at the

appointed time will result in receiving a score of 0 for that exam. Make-up exams will only be granted with a legitimate excuse such as documented illness or emergencies.

Group Project. Students will complete an in-depth case study of a recent or current HR issue occurring in a public or nonprofit sector organization. Organizational work often involves team-building, communication, and interactions with diverse people. You will work on this project with 4–5 classmates and can choose your own group members. The purpose of this project is to give you the opportunity to use tools and material covered in this course (and others) to probe important HR issues and generate appropriate recommendations for real-world organizations. Also, you will be able to experience the processes and problems involved in working with other people to reach a specific objective. In this project, each group will select an actual organization in the public or nonprofit sector, identify major HR problems or challenges that the organization encounters, analyze potential causes of the problems, apply HR/OB theories or concepts to the situation, and finally propose a course of action to be taken.

Proposals should be submitted to the professor by October 7 to provide a brief overview of the project. Final papers are due on November 18 and are expected to take approximately 15 double-spaced pages, not including a title page, an executive summary, footnotes, and references. Proposals and papers should be type-written in 12-point Times New Roman font with one-inch margins and formatted according to the American Psychological Association style guide. A shortened version of this style guide is available at

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

Groups will present their papers in class on November 19 and November 21. Students should prepare their presentations in a professional manner and be ready to address questions from the professor and fellow classmates. Presentation length will be determined later. Note that peer evaluations will be part of your group project grade and that an individual's grade can be influenced negatively if a significantly low contribution is reported.

Course Policies

Academic Dishonesty. The ethical bar is set very high for public administrators and a strong work ethic is expected. Students should familiarize themselves with the University Honor Code and Academic Honesty Policy, particularly as it relates to plagiarism and related concerns. All academic work must meet the standards contained in "A Culture of Honesty." Students should inform themselves about these standards before performing any academic work. For more information, visit <https://ovpi.uga.edu/academic-honesty>. Academic dishonesty can result in a grade of F for the course.

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. A student must give credit to the work of another person when he/she does any of the following:

- A. Quotes another person's actual words, either oral or written;

- B. Paraphrases another person's words, either oral or written;
- C. Uses another person's idea, opinion, or theory; or
- D. Borrows facts, statistics, or other illustrative material, unless the information is common to knowledge.

All work must be entirely your own. When you quote from others' work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others' ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another course are all examples of violations of the Policy and will result in sanctions.

All examinations, tests, written papers, and other assignments are required to be completed according to the standards set forth in this Policy. By registering in this course, you have acknowledged your awareness of the Policy, and you are obliged to become familiar with your rights and responsibilities as defined by the Policy. Violations of the Policy will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Policy in general or as they relate to particular requirements for this course. Failure to comply with the requirements of the Policy can result in failure in the course, as well as more serious academic sanctions.

Civility. Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual's and community's goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the professor and classmates, and SPIA faculty will address these problems as they arise.

Therefore, I expect all students to conduct themselves with professional courtesy, which includes (but is not limited to) the following:

- Respect for fellow students, the profession, and the instructor. Please treat other students and me respectfully. When I am in front of the class lecturing or addressing a question from a student, I expect your full attention. This means no distracting me or the class from lecture/discussion and avoiding the discourteous behaviors listed above. Additionally, do not talk over another student who is asking a question.
- Promptness. Please do not be late to class. I expect all students in their seats and ready to begin at 2:00 PM. I reserve the right to take further action if students are continually late to class.
- Do not leave the classroom except for health reasons or if you have notified me in advance for that day.

Electronic Devices. I expect a high level of courtesy and professionalism in the classroom. This means no cell phones, no emails, no IMing or text messaging during class. These behaviors are distracting and disrespectful not only to me but to your fellow students, and will not be tolerated. The use of laptop and tablet devices is only permitted when in-class exercises, group work, and/or writing are scheduled. Using these devices to check emails or browse non-course relevant information is not permitted.

Email. Questions about the course can be directed to me via email. I reply to email within 24 to 48 hours. If you do not hear from me after 48 hours, please feel free to email me again. If your email necessitates lengthy clarification of class readings or discussions, I will ask that you come see me about your concerns/questions. Also, please allow sufficient time for responses before assignment deadlines or exam dates; as a general rule, urgent assignment or exam questions sent within 24 hours of an assignment deadline or exam date do not allow sufficient time for a response.

Course Grade. The minimum percentage needed over the course of the semester to earn a specific letter grade is listed in the Course Grading section. I view this minimum as an absolute threshold; a student either crosses the threshold into the next highest grade or stays at the lower grade regardless of how close he/she is to that next higher grade. I will not respond to requests to move someone to a higher grade at the end of the semester because you are “really, really close” to that higher grade.

I am always willing to meet with a student who is concerned about a score on any assignments or exams throughout the course. I rarely change scores but am happy to explain what the student needs to do to improve on their work in the future. Any student who wishes to address a concern about their score on a specific assignment or exam must do so within 1 week of their work being returned or the scores being posted. Please note that the timeline for the final exam is much more compressed due to university requirements about submitting final grades. I will gladly meet with any student who wants general advice about how to improve their scores on exams.

Academic Support. If you experience difficulty in this course for any reason, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services is available at the University to support you in your efforts to be successful in this course. I will direct you to each and any of these upon request. In general, it is advisable to consult with me as soon as you realize that you are experiencing difficulty in the course so I help you or direct you to appropriate sources of support within the department or offered by the University. Students with disabilities that could affect their ability to participate in the course or perform well on graded assignments should see me early in the semester. I am receptive to these situations and will try to make any reasonable accommodations.

Syllabus Disclaimer. I reserve the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class and/or via email about the change(s). Students should check their UGA email inbox regularly for updates and other information pertinent to the course.

Course Schedule

Students are asked to read the assigned material by the specific date. Additional readings may be assigned throughout the semester and will be announced at least a week ahead of time. Although we will generally follow this schedule, some modifications may be made. Any changes to the syllabus or course schedule will be announced in advance.

Date	Topics & Readings
<i>Week 1</i>	
August 15 (R)	Course Introduction
August 20 (T)	Human Resource Management in the Public Sector <ul style="list-style-type: none">• Pynes Chapter 1
<i>Week 2</i>	
August 22 (R)	Strategic Human Resource Management & HR Planning (I) <ul style="list-style-type: none">• Pynes Chapter 2
August 27 (T)	Strategic Human Resource Management & HR Planning (II) <ul style="list-style-type: none">• Pynes Chapter 4
<i>Week 3</i>	
August 29 (R)	Job Analysis (I) <ul style="list-style-type: none">• Pynes Chapter 5
September 3 (T)	Job Analysis (II) <ul style="list-style-type: none">• Tyler, K. (2013). Job worth doing: Update descriptions. <i>HR Magazine</i>. https://www.shrm.org/hr-today/news/hr-magazine/pages/0113-job-descriptions.aspx
<i>Week 4</i>	
September 5 (R)	In-Class Exercise #1
September 10 (T)	In-Class Exercise #1 (Continued)
<i>Week 5</i>	
September 12 (R)	Recruitment & Selection (I) <ul style="list-style-type: none">• Pynes Chapter 6
September 17 (T)	Recruitment & Selection (II) <ul style="list-style-type: none">• Pulakos, E. D. (2005). Selection assessment methods: A guide to implementing formal assessments to build a high-quality workforce. <i>SHRM Foundation</i>. https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/Selection-Assessment-Methods.pdf
<i>Week 6</i>	
September 19 (R)	In-Class Exercise #2
September 24 (T)	In-Class Exercise #2 (Continued)
<i>Week 7</i>	
September 26 (R)	Exam #1
October 1 (T)	Group Project Work Session

<i>Week 8</i>	
October 3 (R)	Compensation & Benefits (I) <ul style="list-style-type: none"> • Pynes Chapter 7
October 8 (T)	Compensation & Benefits (II) <ul style="list-style-type: none"> • Pynes Chapter 8
<i>Week 9</i>	
October 10 (R)	In-Class Exercise #3
October 15 (T)	In-Class Exercise #3 (Continued)
<i>Week 10</i>	
October 17 (R)	Motivation <ul style="list-style-type: none"> • Readings TBA
October 22 (T)	Performance Management (I) <ul style="list-style-type: none"> • Pynes Chapter 10
<i>Week 11</i>	
October 24 (R)	Exam #2
October 29 (T)	Performance Management (II) <ul style="list-style-type: none"> • Readings TBA
<i>Week 12</i>	
October 31 (R)	Employee Turnover <ul style="list-style-type: none"> • Noe Chapter 10
November 5 (T)	Organizational Structure & Culture <ul style="list-style-type: none"> • Nahavandi Chapter 14 • Nahavandi Chapter 2 (skip pp. 41-50)
<i>Week 13</i>	
November 7 (R)	Managing Diversity & Ethics <ul style="list-style-type: none"> • Nahavandi Chapter 2 (pp. 41-51) • Robbins Chapter 5
November 12 (T)	Group Project Work Session
<i>Week 14</i>	
November 14 (R)	Leadership <ul style="list-style-type: none"> • Readings TBA
November 19 (T)	Group Project Presentations
<i>Week 15</i>	
November 21 (R)	Group Project Presentations
November 26 (T)	Review
<i>Week 16</i>	
November 28 (R)	Thanksgiving Break (NO CLASS)
December 3 (T)	Exam #3