

Course Syllabus

SPCN-M 561 PUBLIC HUMAN RESOURCES MANAGEMENT

Summer 2021: May 11 to July 30, 2021

Section: 8623

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My communication preference: I prefer to get my emails directly at perry@indiana.edu. I check this email frequently everyday so I am most likely to look at it first if you are trying to reach me. This is only my second course using Canvas (but my 20th year teaching online using IU's course-management systems) and I less confident about its email functions. I encourage you to use my preferred communication channel for best results.

REQUIRED TEXTS AND MATERIALS

Two books are required for the course:

Evan M. Berman, James S. Bowman, Jonathan P. West and Montgomery R. Van Wart. 2020. *Human Resource Management in Public Service: Paradoxes, Processes, and Problems, 6th Edition*. Thousand Oaks, CA: CQ Press. LCCN 2018049485/ISBN 978-1-5063-8233-3.

James L. Perry. 2021. *Managing Organizations to Sustain Passion for Public Service*. Cambridge, UK: Cambridge University Press. ISBN 9781108843256 (hardback). ISBN 9781108824132 (paperback). LCCN2020024226/ISBN 9781108915236 (ebook).

An ebook version of Berman, Bowman, West and Van Wart (2020), which is referred to as Berman et al in the syllabus, can be found at www.redshelf.com. Perry (2021) is available as an ebook on Indiana University Libraries IUCAT (access is available to IUB students both on campus and off campus with authorized login).

All the assigned readings are available in the books, electronically on Canvas, or directly from other internet sites. Any journal articles in the syllabus are also available in full-text, online journals from the IU Library site (IUCAT).

COURSE OVERVIEW AND OBJECTIVES

In the past, public personnel management has been referred to as the “triumph of technique over purpose.” Recently, however, a strategic approach to human resource management has emerged

that considers all managers human resource managers—all managers need to be concerned with the concepts and techniques needed to carry out the people or personnel aspects of one's management job. This course attempts to provide a theoretical and strategic framework for understanding the management and operation of personnel systems in public work environments.

Specifically, the course objectives are:

1. To familiarize you with the major HRM needs and activities of public organizations
2. To examine some of the major issues confronting public personnel managers
3. To help you recognize the impact that an organization's HRM practices can have on you as an employee.
4. To enable you to be involved in managing your organization's human resources regardless of your specialty or type of organization
5. To provide you skills in the major human resource functional areas of job analysis, recruiting and selecting job candidates, determining compensation systems, appraising performance, dealing with equal opportunity, diversity, affirmative action and other legal issues.

CLASS FORMAT

This is a web-based course. Most of our interaction will be via the internet. Our internet exchanges will, for the most part, be asynchronous (that is, not at concurrent times). This characteristic of how the course will be delivered has advantages and disadvantages. Among the advantages are that the format gives you a good deal of flexibility about when you log in and contribute. It also gives you time to prepare thoroughly and reflect about the issues raised in the readings, cases, and exercises. The electronic format for our interchanges also provides an opportunity for everyone to contribute without the constraints of limited time for in-class discussion and differences in verbal skills.

One of the disadvantages of the format is that we will not enjoy the same level of intimacy that can be achieved in a seminar format. My hope, however, is that each of you will carry on your interchanges with me and your peers recognizing the need for care and completeness in your communications and the virtues of good humor. Our communications can (and I hope will) be augmented by phone, ZOOM, Skype, and other forms of two-way communication if these alternatives seem more appropriate.

My philosophy of teaching is simple and I do not see a need to change it because of the format for this course. I believe that students learn best by actively participating in the teaching-learning process. Since this is a graduate course, I consider each of you to be experienced professionals and in a position to be a valuable resource to each other. You can learn as much from your classmates as you can from me (in fact, the format magnifies the importance of this perspective). You will be asked to participate in numerous cases, discussions, and exercises.

Most of our interactions will occur in the context of Canvas, a software system that provides a comprehensive set of tools for the creation, management, and viewing of sophisticated World Wide Web-based teaching and learning environments. After you register, you will receive a

password that will give you access to the course materials on Canvas.

EXPECTATIONS

Although this course is offered in a distance learning format, it does not alter our basic responsibilities to one another. It is your responsibility to do the following:

- Be prepared to contribute each week to the online discussions
- Complete assignments on time
- Participate in discussions
- Inform me of any problem or situation that may be interfering with your learning or performance in the course
- Provide feedback on the strengths and weaknesses of the course in a professional manner

It is my responsibility to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Grade and return assignments in a timely fashion and appraise students of their progress on a regular basis
- Respond to student concerns

COURSE REQUIREMENTS

I will grade performance by testing your ability to expand on the ideas presented in readings as they apply to more practical aspects of human resource management. This skill will be evaluated through written assignments, discussions, and exchanges with your peers and me.

1. **Cases.** Twenty percent (20%) of your final grade will be determined by two written case analyses. (See the course schedule for case assignments).
2. **Participation.** Forty percent (40%) of your final grade is based on being prepared for each week's assignments and participating in discussions. In this course, participation is important to ensure a high-quality experience. Criteria for a favorable grade include both the quality and quantity of your contributions. The criteria I will use to grade participation appear in "Frequently Asked Questions (FAQs) about Online Participation." You should also look at the documents that I have posted on Canvas regarding "Instructions for Discussion Participation" on the files tab. These are general guidelines and will be more or less true depending on the week and the prompt provided.
3. **Organizational Assessment Report.** Forty percent (40%) of your final grade will be an assessment of human resource management in a government organization. The project is intended to provide you with direct experience with an organization. Your 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. If you are currently employed in an organization, then you may be interested in using this assignment to learn more about human resource management in your organization and to critically assess how well your organization manages human resources.

Your paper should include the following types of information:

- Description of the organization, including its mission, size, and types of employees.
- Leader and organizational philosophy/approaches to motivation and commitment.
- Major human resource management policies.
- Assessment of the effectiveness of HRM in the organization, including fit between philosophy and operating policies.
- Specific recommendations for improving HRM.

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 a diverse array of government organizations.

Project deadlines (see postings under the Assignment tab for more details):

Identification of the organization or subunit you plan to examine	May 29
Analysis plan (include data to collect, interviews planned)	June 14
Final written report	July 23

I will create a discussion at the beginning of the semester where you can share information with your peers about your organizational assessment.

Requirements for Written Work

All written assignments should be clearly written and well organized. They are to be typed and proofread. All assignments are to be handed in on the date due. Late assignments may be submitted but will be deducted 10% per business day. All assignments are due by 11:59pm on the day they are listed as due.

Grading of Written Assignments. Grades will be assigned according to the criteria listed below:

Grades of A+/A/A-: To receive a grade in the "A" range, you have gone well beyond the criteria of acceptable graduate work. The organization of your case is easy to follow, spelling and grammar correct, and writing style effective. Beyond that, your analysis is of such outstanding quality that I am impressed with your comprehension of the material and the solutions that you recommend. Not only have the important factors been recognized, but you have gone beyond the text material in writing your analysis.

Grades of B+/B/B-: Generally, acceptable graduate work will be assigned a grade in the B range. To receive this grade, the organization of your case must be easy to follow, spelling and grammar correct, and writing style effective. Your analysis should distinguish between fact and opinion, avoid excessive rehash of case facts, and reflect a good understanding of the text material. Your assignment also should reflect a good understanding of the material and the solutions that you select should follow logically from your analysis and evaluation.

Grades of C+/C/C-: Grades in the "C" range fall below graduate quality. This grade will be assigned if the case is not well written, did not address the issues of the case, did not answer the questions asked, or if the analysis is sketchy or superficial.

The following grading scale will be used for final grades:

93 - 100% = A	73 - 76% = C
90 - 92% = A-	70 - 72% = C-
87 - 89% = B+	67 - 69% = D+
83 - 86% = B	63 - 66% = D
80 - 82% = B-	60 - 62% = D-
77 - 79% = C+	Below 60% = Failing

SPCN-M 561 COURSE SCHEDULE AND ASSIGNMENTS

MODULE 1: EVOLUTION OF PUBLIC HUMAN RESOURCE MANAGEMENT

WEEK 1 Historical Perspective (May 11-16)

Readings

Berman et al., Chapter 1, The Public Service Heritage: People, Process, and Purpose

Boruvka, E. and Perry, J. L. (2020). Understanding evolving public motivational practices: An institutional analysis. *Governance* 33: 565–584.

Discussion

Introductions

Optional Activity

The Oath with Chuck Rosenberg (<https://www.msnbc.com/theoath>) is a series (48 episodes since inception) of one-on-one conversations with former public officials (many from the U.S.) from the highest levels of government service. Led by MSNBC contributor and former U.S. Attorney and senior FBI official Chuck Rosenberg, the conversations explore the experiences that shaped these leaders, what drew them to public service, and dilemmas they encountered throughout their careers. I encourage you to sample one or more of these podcasts anytime during the summer session. They are diverse and include conversations with:

- Vivek Murthy, Surgeon General of the U.S. (twice, in the Obama Administration (2014-2017, and Biden Administration, 2021-present)
- Jon Jarvis, National Park Service Director (2009-2017)
- Carla Hayden, Librarian of Congress
- Amy Hess, Chief of Public Services, Louisville, KY
- Mike Bush, former Commissioner of the New Zealand Police
- Carrie Hessler-Radelet, former Director of the Peace Corps

I have found these podcasts to provide rich stories about the careers of successful and esteemed public servants that provide insights about a variety of phenomena discussed in Perry (2021). The conversations discuss qualities of good leaders and the value of good mentors, the roles of mission and organizational culture in stimulating and directing the behavior of public servants, and how public work energizes and sustains effort.

WEEK 2 Human Resource Management Rooted in New Intellectual Capital (May 17-23)

Readings

J. L. Perry. (2020). Public service motivation: Putting our intellectual capital to work, *Journal of Public Affairs Education*. <https://doi.org/10.1080/15236803.2020.1855696>

H. Hur and J. L. Perry. (2016). Evidence-based change in public job security policy: A research synthesis and its practical implications. *Public Personnel Management*, 45(3): 264–283.

Perry, Chapter 1, New Foundations for Civil Service Systems, and Chapter 2, Theoretical and Empirical Foundations for Public Service Motivation

Discussion

Thinking About HRM and Organizational Mission—Improving Decision Making and Patron Service in the King County Library System (A)

MODULE 2: SHIFTING ENVIRONMENTS FOR PUBLIC HRM

WEEK 3 Changing Structural, Social, Technological, and Demographic Contexts (May 24-30)

Readings

Berman et al., Chapter 8, Employee-Friendly Policies: Fashionable, Flexible, and Fickle

J. L. Perry and N. D. Buckwalter. (2010). The public service of the future. *Public Administration Review*, 70 (supplement 1), S238-245.

J. L. Perry. (2007). Democracy and the new public service. *American Review of Public Administration*, 37(1) 3-16.

R. Krishnan. (2020). Big Data, AI, and Algorithmic Platforms: Implications for Governing and Public Policy. In James L. Perry (ed.), *Building a Government and Public Service for the 21st Century*. Philadelphia, PA: University of Pennsylvania Press. Pp. 68-86.

Discussion

Scanning the Contemporary Work Environment

Assignment

Please submit the name of the government organization you propose to assess for your organizational assessment report. Once you have selected your organization, e-mail it to me for approval. Once I approve your choice, please post it to the Organizational Assessments Discussion. Due May 29, 11:59 p.m.

WEEK 4 Legal Issues in Public HRM (May 31-June 6)

Readings

Berman et al., Chapter 2, Legal Rights and Responsibilities: Laws Governing the

Workplace.

Is This Unlawful Discrimination?

Discussion

Is This Unlawful Discrimination?

Assignment

Case #1: “Is This Unlawful Discrimination” is due. Refer to the item under the Assignment tab for more details. Due May 31, 11:59 p.m.

Optional Exercise

This exercise gives you an opportunity to take an implicit association test, which is discussed in Perry (2021), pp. 71-73. To take one or more implicit association tests, go to <https://www.projectimplicit.net/>. It will take you about 15 minutes to take an implicit association test.

People don't always say what's on their minds. One reason is that they are unwilling. For example, someone might report smoking a pack of cigarettes per day because they are embarrassed to admit that they smoke two. Another reason is that they are unable. A smoker might truly believe that she smokes a pack a day, or might not keep track at all. The difference between being unwilling and unable is the difference between purposely hiding something from someone and unknowingly hiding something from yourself.

The Implicit Association Test (IAT) measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. For example, you may believe that women and men should be equally associated with science, but your automatic associations could show that you (like many others) associate men with science more than you associate women with science.

We hope you have been able to take something of value from the experience of taking one or more of these tests. The links above will provide more information about the IAT and implicit attitudes; we will periodically update the information to reflect our current understanding of the unconscious roots of thought and feeling (<https://implicit.harvard.edu/implicit/education.html>).

MODULE 3 MANAGING HR PROCESSES FOR ORGANIZATIONAL EFFECTIVENESS

WEEK 5 Recruiting and Selecting Employees (June 7-13)

Readings

Berman et al., Chapter 3, Recruitment: From Passive Posting to Social Media Networking; Chapter 4, Selection: From Civil Service Commissions to Decentralized Decision Making

Perry, Chapter 3, Selecting for High Public Service Motivation is a Priority

St. Vincent Hospital case

Assignment

Case #2: St. Vincent Hospital case: Evaluating the Recruiting Function. Refer to the item under the Assignment tab for more details. Due June 7, 11:59 p.m.

Discussion

Evaluating the Recruiting Function

Optional Resources

Realistic job previews. On p. 78 of *Managing Organizations to Sustain Passion for Public Service*, I present several URLs for realistic job previews (RJP) used by public organizations. Reviewing these URLs is a good starting point to become better acquainted with realistic job previews.

- The Internal Revenue Service uses realistic job previews for a variety of jobs, among them special agents criminal investigation (<https://www.youtube.com/watch?v=YZZfKfT8TwM10>), which are available on the IRS YouTube account;
- The Transportation Security Administration uses a realistic job preview video for transportation security officers (<https://www.youtube.com/watch?v=NQoPmWIYytQ11>)
- The State of Texas Department of Family and Protective Services uses realistic job previews for case workers (https://www.dfps.state.tx.us/Jobs/CPS/working_at_cps.asp)
- The Cherry Hill New Jersey Fire Department uses a brochure for firefighter jobs (<https://www.cherryhill-nj.com/261/Fire-Employment-Opportunities>)

Behavior-based interviews. Many high-quality videos about behavior-based interviews are available on the internet. Most of them take the point of view of job applicants, but they nonetheless illuminate the reasons for behavior-based interviews, typical questions, and effective techniques for answering questions (e.g., the STAR method, representing Situation, Task, Action and Results). The titles and URLs for three of the many videos are listed below.

How to Answer Behavioral Interview Questions Using the STAR Method (TOP 10 Behavioral Questions) (<https://video.search.yahoo.com/yhs/search?fr=yhs-trp->

[001&ei=UTF-8&hsimp=yhs-001&hspart=trp&p=behavior-based+interviews+exercises+pdf&type=Y61_F1_148993_102720#id=4&vid=4e689ee3ae51fce3fdbeb00235244b7d&action=view](https://video.search.yahoo.com/yhs/search?fr=yhs-trp-001&ei=UTF-8&hsimp=yhs-001&hspart=trp&p=behavior-based+interviews+exercises+pdf&type=Y61_F1_148993_102720#id=4&vid=4e689ee3ae51fce3fdbeb00235244b7d&action=view))

How to Answer Behavior-Based Interview Questions--Interview Tip

(https://video.search.yahoo.com/yhs/search?fr=yhs-trp-001&ei=UTF-8&hsimp=yhs-001&hspart=trp&p=behavior-based+interviews+exercises+pdf&type=Y61_F1_148993_102720#id=54&vid=372ea8469169e51ce3da66297c9e313b&action=view)

Behavioral Interview PowerPoint

(https://video.search.yahoo.com/yhs/search;_ylt=AwrCmuOo9XFg8wMABAcPxQt.;_ylu=Y29sbwNiZjEEcG9zAzEEdnRpZAMEc2VjA3Nj?p=Behavioral+Interview+PowerPoint&type=Y61_F1_148993_102720&hsimp=yhs-001&hspart=trp&grd=1&ei=UTF-8&fr=yhs-trp-001#id=1&vid=30a00d62379d4208ae0a9037e38f5857&action=view)

WEEK 6 Position Management (June 14-20)

Readings

Berman et al, Chapter 5, Position Management: Judicious Plan or Jigsaw Puzzle

Perry, Chapter 4, Leveraging the Meaningfulness of Public Work

Assignment

Organizational Assessment Analysis Plan. Your analysis plan for your organizational assessment is due this week. Please see the entry under the Assignment tab for more details. I will provide feedback within 24 hours after I receive your analysis plan, which is due June 14. After you receive feedback from me about your analysis plan, then post details about it to the Organizational Assessment Analysis Plan discussion.

Optional Video Resource

Job Crafting – Amy Wrzesniewski on creating meaning in your own work

(https://www.youtube.com/watch?v=C_igfnctYjA&feature=youtu.be). Professor Amy Wrzesniewski provides an overview of her original hospital cleaning crew study, which led to the idea of job crafting.

Discussion

Designing Public Work to Enhance Meaning and Meaningfulness. This week's discussion is designed to give you hands on experience using some of the tools discussed in chapter 4 of Perry (2021). Please follow the instructions on the assignment posted to Canvas.

WEEK 7 Appraising Performance (June 21-27)

Readings

Berman et al., Chapter 10, Appraisal: A Process in Search of a Technique

Perry, Chapter 5, Creating a Supportive Work Environment

Discussion

Improving Performance Management and Appraisal. This discussion focuses on applying ideas from the readings for improving performance management and appraisal in the organization in which you work or another with which you are familiar. Feel free to draw upon content from the following passages in Perry (2021): probationary periods (pp. 79-80); improving the effectiveness of performance management systems (pp. 136-138); improving performance appraisals (pp. 138-140); performance-based reductions-in-force (pp. 142); public service as criteria in performance management and performance appraisals (pp. 140-141). Also review content in Berman et al., particularly chapter 10. Please follow the instructions on the assignment posted to Canvas. Consider using this exercise and discussion as content for your organizational assessment.

WEEK 8 Managing Compensation and Benefits (June 28-July 4)

Readings

Berman et al., Chapter 7, Compensation: Vital, Visible and Vicious.

Perry, Chapter 6, Aligning Compensations Systems and Public Service Motivation

Discussion

Compensation Dilemmas

Organizational Assessments Discussion Forum. Check back into this semester-long discussion forum and let your peers know what challenges you are encountering, discoveries you are making, and insights from peers that you find helpful.

WEEK 9 Managing Retention, Training and Development (July 5-July 11)

Readings

Berman et al., Chapter 9, Training and Development: Exploring New Frontiers

T. Hall and D. E. Chandler. (2005). Psychological success: When the career is a calling. *Journal of Organizational Behavior*, 26, 155-176.

Perry, Chapter 7, Providing Opportunities for Newcomers to Learn, and Chapter 8, Leading with Mission, Inspiration, and Communication

Discussion

Managing Organizational Careers: Some Problems

WEEK 10, Managing Organized Employees (July 12-18)

Readings

Berman et al., Chapter 11, Unions and the Government: Protectors, Partners, and Punishers, and Chapter 12, Collective Bargaining: Structures, Strategies, and Skills

Discussion

Unions and Collective Bargaining in the Public-Sector: Pros and Cons

MODULE 4 ASSESSING EFFECTIVENESS OF HRM

WEEK 11 Evaluating the Human Resource Function (July 19-25)

Readings

David N. Ammons. (2010). Benchmarking performance. In Stephen E. Condrey (ed.), *Handbook of Human Resource Management in Government*, 3rd Edition. San Francisco, CA: Jossey-Bass Publishers, pp. 691-713.

Gary E. Roberts. (2010). Conducting practical human resource management research. In Stephen E. Condrey (ed.), *Handbook of Human Resource Management in Government*, 3rd Edition. San Francisco, CA: Jossey-Bass Publishers, pp. 735-768.

Perry, Chapter 9, Designing Civil Service Systems to Unleash Public Passion

Assignment

Your organizational assessment final report is due July 23.

Discussion

Please post a short synopsis of your organizational assessment final report. Limit your posting to 250 words. Each person should have their own thread. You should then respond to the threads of your classmates with questions and observations. This forum will continue to July 30, when summer session concludes.

WEEK 12 Organizational Assessments (July 26-July 30)

Reading

Berman et al., Conclusion: The Future as Opportunity, Not Destiny

Discussion

Posting to the organizational assessments discussion will continue through July 30.