

PUAD 665: Managing Human Capital Assets
Wednesdays from 5:30 to 8:00 p.m. in Ward 104
Fall 2013

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Office Hours:
Best by Appointment
Wednesdays 11:00 – 2:00

PRIMARY COURSE OBJECTIVES

People are an organization's most important resource. The knowledge, skills, and abilities individuals possess directly affect an organization's ability to reach its goals. Consequently, effective human capital management—understood as an organization's capacity to attract, select, retain, and foster critical human assets—has long been considered a core organizational function.

Unfortunately, in the public sector, human capital management is subject to, and constrained by, conflicting demands originating from various stakeholders (*e.g.*, politicians, the public). Thus, public sector human capital management requires an understanding of various political, legal, and technical issues.

This course seeks to familiarize students with four core functions fundamental in the design of public sector human capital management systems: planning, acquisition, development, and sanction. These functions are examined with an eye toward how political, legal, and technical issues shape human capital policies.

Upon completion of the course, students should have:

- A basic understanding of core human capital management functions,
- New insight into how political, legal, and technical issues shape public sector human capital policies, and
- The ability to think critically and strategically about the choice between various human capital policies.

REQUIRED COURSE MATERIALS

1. Donald E. Klinger, John Nalbandian, and Jared Llorens. (2010). *Public Personnel Management: Contexts and Strategies* (6th Ed.). New York, NY: Pearson.
2. Stephen E. Condrey (Ed.). (2010). *Handbook of Human Resource Management in Government* (3rd Ed.). San Francisco, CA: Jossey-Bass.
3. Norma M. Riccucci. (2002). *Managing Diversity in Public Sector Workforces: Essentials of Public Policy and Administration*. Cambridge, MA: Westview Press.
4. All additional readings posted on Blackboard or assigned by instructor.

REQUIREMENTS AND EVALUATION

Class meetings will consist of a presentation of materials by the instructor and a discussion of pertinent issues and readings by course members. Each student is expected to be a prepared and active participant. Readings should be completed prior to their scheduled discussion in class, and students should come to class sessions ready to contribute to an analysis of topics on the agenda.

Attendance, Class Participation, and Late Work

Attendance in class is key to success. Class content will be geared toward helping you complete assignments. Points will be given for attendance and participation. It is not possible to make up these points if you miss class for reasons other than illness or recognized religious holidays.

I require you meet all deadlines outlined in the class calendar or communicated verbally. Failure to meet deadlines will result in a lower grade for the course. **Late assignments will not be accepted. You will receive a zero for late assignments.** Assignments are considered late if they are handed in after a posted or assigned deadline.

Case Studies

At various times during the semester, we will review and discuss case studies related to our course material. On days when case studies are assigned, students are expected to submit a 1-page written summary of the case before class begins. The summary should be double-spaced, use 12-point *Times New Roman* font, and have 1-inch margins. Refer to the schedule of classes for deadlines.

Article Review/Presentation

Throughout the semester, each student will be responsible for leading the discussion on an assigned class reading. Assignments will be determined during the first session.

Presentations should be semi-formal. PowerPoint presentations are not necessary. Each presentation should be 20-25 minutes in length. Approximately 5-10 minutes should be devoted to reviewing and summarizing the reading; the balance of your time should be dedicated to leading a class discussion on the article.

A successful presentation might review 1) the primary themes of the article, 2) any research questions and hypotheses considered, 3) the population/sample studied, 4) key data employed, 5) main conclusions drawn, 6) strengths and weaknesses of the approach taken, and 7) broader implications drawn from the article (*e.g.*, relationship to course concepts and topics). Not all articles will fit this outline; you may modify your presentation to suit your particular reading.

Those not presenting are expected to respond to questions and offer comments on the readings.

Research Briefs

Students are required to submit four research briefs throughout the semester. Detailed instructions describing paper expectations can be found in the *Research Brief Assignment Guidelines* document posted on Blackboard. Refer to the schedule of classes for due dates.

Course Grades and Evaluation

Attendance and Class Participation	5%
Article Review/Presentation	15%
Research Briefs	<u>80%</u>
TOTAL	100%

A = 90 – 100%; B = 80 – 89.99%; C = 70 – 79.99%; D = 60 – 69.99%; F = 0 – 59.99%; with +/-

COURSE POLICIES

Grade Concerns

At times, students who received a lower grade than expected on an assignment may wish to review that grade with the instructor. I am happy to discuss grades. **However, a student must wait 48 hours after receiving the grade before contacting me with concerns. In addition, grades will not be changed unless a student can provide evidence—in writing—demonstrating a mistake on the part of the professor.**

Academic Dishonesty and Plagiarism

As commonly defined, plagiarism consists of passing off another’s ideas, words, writing, etc. as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own—even if you have that person’s permission. Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge the source of the words or ideas. The plagiarist destroys trust among colleagues without which research and work-products cannot be communicated safely.

The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. AU subscribes to a digital plagiarism detection program called *Turnitin.com*, which may be used to check papers submitted in this course. You will be asked to submit your papers in a digital format so that your paper can be compared to websites and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program as a learning tool for all of us.

All course materials prepared by the instructor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited.

A helpful website to assist you in avoiding plagiarism can be found at <http://www.american.edu/ocl/asc/Writing-Lab-Writing-Tips.cfm>.

Information on American University sanctions for plagiarism can be found at <http://www.american.edu/provost/registrar/regulations/reg80.cfm>.

Students with Disabilities

The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities. The Disability Support Services website is <http://www.american.edu/ocl/dss/>.

If you have a disability for which you may request accommodation in AU classes and have not contacted Disability Support Services, please do so as soon as possible. Also, please feel free to contact me privately regarding this course.

Additional Resources

Library Assistance. AU libraries offer a great collection available in several different media. Access to research help and library tutorials can be found online at <http://www.american.edu/library/ask/index.cfm>. You may also direct questions to librarians by phone at 202-885-3238 or through individual appointments.

Academic Support Center and Writing Lab. The Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the Academic Support Center Writing Lab or in the Writing Center (Battelle 228). Information on the Writing Lab and other resources provided by the Academic Support Center can be found online at <http://www.american.edu/ocl/asc/>.

Counseling Center. The Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. Additional information can be found at <http://www.american.edu/ocl/counseling/>.

Emergency Preparedness

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to <http://www.american.edu/emergency/index.cfm> and the AU information line at 202-885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college-specific information.

SCHEDULE OF CLASSES AND ASSIGNMENTS*

1. The Context and Functions of Public Personnel Management September 4th

1. Required Reading (to be completed following class):

- Klinger, Nalbandian, and Llorens ~ Chapters 1 and 2
- Condrey ~ Introduction, Chapter 1

2. Recruitment, Selection, and Strategic Thinking in HRM September 11th

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapters 3 and 8
- Condrey ~ Chapters 28, 5, and 6

2. Article Presentations:

- Lane, Wolf, and Woodward. (2003). Reassessing the Human Resources Crisis in Public Service. *American Review of Public Administration*, 33(2), 123-145.
- Office of Personnel Management. (1999). Strategic Human Resources Management: Aligning with the Mission.
- Partnership for Public Service. (2004). Asking the Wrong Questions: A Look at How the Federal Government Assesses and Selects Its Workforce.

3. Job Analysis and Classification September 18th

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapter 5
- Condrey ~ Chapters 24 and 26

2. Article Presentations:

- Mastracci, Newman, and Guy. (2006). Appraising Emotion Work: Determining Whether Emotional Labor is Valued in Government Jobs. *American Review of Public Administration*, 36(2), 123-138.

3. Case Study:

- Walking a Fine Line: Qualifications and Equal Opportunity in the Charlotte Fire Department ~ Harvard Case Study #1052.0

4. Compensation and Benefits

September 25th

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapter 6
- Condrey ~ Chapter 27
- Office of Personnel Management. (2002). A White Paper—A Fresh Start for Federal Pay: The Case for Modernization, 1-37.

2. Article Presentations:

- Kellough and Lu. (1993). The Paradox of Merit Pay in the Public Sector. *Review of Public Personnel Administration*, 13(2), 45-64.
- Sanders. (2004). GeorgiaGain or GeorgiaLoss? The Great Experiment in State Civil Service Reform. *Public Personnel Management*, 33(2), 151-164.
- Woodard. (2005). Merit by Any Other Name—Reframing the Civil Service First Principal. *Public Administration Review*, 65(1), 109-116.

3. Assignments:

- Research Paper #1 Due

5. Collective Bargaining in the Public Sector

October 2nd

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapter 14
- Condrey ~ Chapters 16 and 18
- Masters, Merchant, and Tobias. (2010). Engaging Federal Employees through Their Union Representatives to Improve Agency Performance.

2. Guest Speaker:

- Robert Tobias ~ Be sure to come with questions!

6. Appraising Employee Performance

October 9th

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapter 11
- Condrey ~ Chapter 23

2. Article Presentations:

- Reinke. (2003). Does the Form Really Matter? Leadership, Trust, and Acceptance of the Performance Appraisal Process. *Review of Public Personnel Administration*, 23(1), 23-37.
- Frank and Lewis. (2004). Government Employees: Working Hard or Hardly Working? *American Review of Public Administration*, 34(1), 36-51.

3. Case Study:

- Merit Pay at the Department of Health (Abridged) ~ Harvard Case Study #419.3

7. Social Equity

October 16th

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapter 7
- Condrey ~ Chapter 19
- Office of Personnel Management. (2007). Annual Report to Congress—Federal Equal Opportunity Recruitment Program FY 2006.

2. Article Presentations:

- Selden, Brudney, and Kellough. (1998). Bureaucracy as a Representative Institution: Toward a Reconciliation of Bureaucratic Government and Democratic Theory. *American Journal of Political Science*, 42(3), 717-744.
- Llorens, Wenger, and Kellough. (2008). Choosing Public Sector Employment: The Impact of Wages on the Representation of Women and Minorities in State Bureaucracies. *Journal of Public Administration Research and Theory*, 18(3), 397-413.

3. Assignments:

- Research Paper #2 Due

8. Diversity Management

October 23rd

1. Required Reading:

- Riccucci ~ *Managing Diversity in Public Sector Workforces*

2. Case Study:

- Affirmative Action in the City of Pasadena ~ Harvard Case Study #833.0

9. Employee Development

October 30th

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapter 10
- Condrey ~ Chapter 13

2. Article Presentations:

- Partnership for Public Service. (2008). Getting on Board: A Model for Integrating and Engaging New Employees.

3. Case Study:

- Implementing a New Drug and Alcohol Treatment Model in Sacramento County ~ Blackboard

10. Leadership

November 6th

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapter 9
- Condrey ~ Chapter 22

2. Article Presentations:

- DeHart-Davis, Marlowe, and Pandey. (2006). Gender Dimensions of Public Service Motivation. *Public Administration Review*, 66(6), 837-887.
- Office of Personnel Management. (2001). Supervisors in Federal Government: A Wake-Up Call.

3. Assignments:

- Research Paper #3 Due

11. Occupational Safety and Health

November 13th

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapter 12

2. Article Presentations:

- Office of Personnel Management. (1998). Dealing with Workplace Violence: A Guide for Agency Planners. ~ Only cover Part I, Sections 1, 2, and 3

3. Case Study:

- Disability Issues in the Workplace ~ Harvard Case Study #1181.0

12. Organizational Justice

November 20th

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapter 13
- Condrey ~ Chapter 14

2. Article Presentations:

- Greenlaw and Kohl. (1992). The ADA: Public Personnel Management, Reasonable Accommodation and Undue Hardship. *Public Personnel Management*, 21(4), 411-428.

3. Case Study:

- Three Cases about Sexual Harassment ~ Harvard Case Study #1055.0

13. No Class - Thanksgiving

November 27th

14. Planning, Budgeting, and Productivity

December 4th

1. Required Reading:

- Klinger, Nalbandian, and Llorens ~ Chapter 4
- Condrey ~ Chapter 33

2. Article Presentations:

- Partnership for Public Service. (2008). A Golden Opportunity: Recruiting Baby Boomers into Government.

15. No Class - Final Exam Week

December 11th

1. Assignments:

- Research Paper #4 Due

** It should be noted that this syllabus is a detailed plan for the course, but the instructor will make changes/revisions if necessary.*

COURSE RESOURCES

Websites (listed alphabetically)

Findlaw: <http://www.findlaw.com/casecode/>

Government Accountability Office: <http://www.gao.gov/>

Human Resource Executive Online: <http://www.hreonline.com/HRE/index.jsp>

International Public Management Association for Human Resources: <http://www.ipma-hr.org/>

National Academy of Public Administration: <http://www.napawash.org/>

U.S. Merit Systems Protection Board: <http://www.mspb.gov/>

U.S. Office of Personnel Management: <http://www.opm.gov/>

Journals (listed alphabetically)

Journal of Public Administration Research and Theory

Public Administration Review

Public Personnel Management

Review of Public Personnel Administration

Workforce