

**University of North Carolina at Greensboro**  
**Political Science 604**  
**PUBLIC PERSONNEL MANAGEMENT**  
**Fall 2008**

<b>Instructor:</b>	<b>Kenneth A. Klase</b>
<b>Class Meeting:</b>	<b>Tuesdays, 7:00 – 9:50 p.m.</b>
<b>Office and Hours:</b>	<b>Graham 235, Tuesday, 6 – 7, and by appointment</b>
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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 functions. 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:**

Donald E. Klingner and John Nalbadian, *Public Personnel Management : Contexts and Strategies*, Fifth Edition. (Prentice Hall, 2003).

Steven W. Hays and Richard C. Kearney, Eds., *Public Personnel Administration: Problems and Prospects*, Fourth Edition. (Prentice Hall, 2003).

**Course Requirements:**

**Participation (10%).** 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 six 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.

**Abstracts/Discussion Leadership (15%).** Students will prepare and lead the discussion a **written abstract** on a reading from the Hays and Kearney anthology or other assigned articles. The abstract of the Hays and Kearney reading will be **due when the specific reading is scheduled for class discussion**. A sign-up sheet is available for the Hays and Kearney readings and other journal articles. As a part of the seminar approach to the class, those assigned an abstract should prepare relevant discussion questions (generally 4-6 questions) and be prepared to lead a discussion of their reading or article and its relevance to the topic under discussion. The abstract presentation and discussion leadership should be **approximately 20 minutes in length**. The written abstracts will summarize the content of the reading or article and review it; indicate its relevance or significance for the topic under discussion; should be **2-3 pages double-spaced in length**; and should be accompanied by a **detailed outline and discussion questions** relating the article to concepts and issues in Klingner and Nalbadian and other articles in Hays and Kearney and helping to clarify its relevance to the topic under discussion. **Copies of the outline and discussion questions should be provided to class members for reference during class discussion**. Grading will be based on the written abstract's content, clarity, organization, grammar, punctuation, spelling, coverage, and objectivity; the quality of outline and discussion questions prepared; and the leadership of discussion in class on the reading or article and its relevance for the topic under discussion.

**Human Resource Interview (20%).** A **5-10 page written paper and a brief in-class presentation** reporting on a structured interview with a public sector human resource professional about aspects of public personnel management: for example, the role of the public personnel manager; public personnel management functions performed and related problems or issues (e.g., recruitment and selection, diversity, benefits, employee training and development, disciplinary and grievance procedures, etc.); what knowledge, skills and abilities are needed in this professional area; continuing education efforts needed for HR professionals to stay current in personnel/HR developments; professional affiliations; paths to employment and prospects for employment in this area; what every public manager should know about human resource management in the public sector; and other relevant questions you develop as a part of the structured interview process. The case study at the end of Chapter 2 in Klingner and Nalbadian should also assist in developing some structured interview questions to employ in the interview.

**Professional Development Activities and Papers.** 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 appended. Students must provide a resume in the format required for the MPA Student Resume Book in Spring Semester. **Due October 28, 2008.**

**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 4, 2008.**

**Assessment Center Group Project/In-Class Activity and Paper (15%)**

Group Project/In-Class Activity: Each student will participate in one of three groups working on the Assessment Center Group Project/In-Class Activity: (1) Group Presentation and handouts on Assessment Centers based on Annotated Bibliography and literature review on **September 16**; (2) Developing Assessment Center materials, criteria, and scoring for the in-class activity; (3) Identifying and Scheduling Assessors and Class Participants for In-Class Mock Assessment Center. Each of these groups will need to coordinate their activities with other groups to accomplish the In-Class Mock Assessment Center Activity. **Mock In-Class Assessment Center scheduled November 11, 2008.**

Paper on Assessment Center Group Project, Assessment Center Participation, and Personal Reflection: Each student will write a short paper (**approximately 5 pages**) discussing their group's activities in developing the Assessment Center including appendix materials related to their specific group activities; evaluating their participation in the In-Class Mock Assessment Center; and providing personal reflection on their participation in the Assessment Center. **Due December 2, 2008.**

**Group Project and Presentation (20%).** Each student will participate as part of a group in presenting a personnel topic/issue to the class to be scheduled where the topic most appropriately fits with topics occurring in the course. Topic choices are specific to the class session indicated. Presentations should be selected from one of the following topics: Human Resource Management Information Systems (SEP 16); Job Analysis (SEP 30); Compensation and/or Benefits (OCT 7); Diversity (OCT 14); Recruitment or Interviewing for Selection (OCT28); Career Development or Performance Appraisal (NOV 4); Harassment, Drug Testing, or Grievance Procedures (NOV 18); Ethics (DEC 2).

Each group should pay attention to the following guidelines:

- 1) Presentations should have a public sector focus (you may discuss nonprofit organizations);
- 2) Presentations should provide a thorough coverage of the topic;
- 3) Presentations should be treated as if you were presenting a workshop on the topic. Thus a packet provided for the presentation should include: a set of objectives; current information from the literature on the topic; samples of coverage of the issue from public organizations; a set of

relevant references; copies of any materials used in the presentation.

- 4) Presentations should be designed for active learning.
- 5) Presentations should last **approximately 30 minutes**.
- 6) Instructor will serve as consultant.
- 7) A group will consist of 2 people.
- 8) **All members of the group must participate fully in the presentation.**
- 9) Creativity in presentation will be given special consideration in evaluating the presentation/packet.

### **Class Schedule and Reading Assignments:**

Students are expected to have read the assigned readings by the dates assigned. Readings are found in Klingner and Nalbandian or the Hays and Kearney reader; or sources referenced.

## **A. HUMAN RESOURCE SYSTEMS IN THE PUBLIC SECTOR**

- AUG 26**      **Introduction and Course Overview**  
**Development of Public Personnel Systems and Traditional Values**  
 Klingner and Nalbandian, Ch. 1 (1-34)  
*Group Exercise:* Seeking values in personnel systems
- SEP 2**        **Merit, Professionalism, and the Problems of the Civil Service System**  
 Klingner and Nalbandian, Ch. 2 (35-61); Nigro, Nigro and Kellough, Ch. 2  
 Stein, "The Political Context of Public Personnel Administration," H&K, Ch.1)  
 Klingner, "Competing Perspectives on Public Personnel Administration:  
 Patronage, Civil Service, and Privatization," (H&K, Ch.2)  
 Saltzstein, "Personnel Management in the Local Government Setting,"  
 (H&K, Ch.4)  
 Discussion of Human Resource Interview Assignment
- SEP 9**        **Labor-Management Relations**  
 Klingner and Nalbandian, Ch. 14 (348-374)  
 Kearney, "Problems and Prospects for Public Employee Unions and Public  
 Managers," (H&K, Ch.22)  
*Group Exercise:* Banovetz Case #6, Labor-management relations: "Cedar Valley  
 Slowdown "
- SEP 16**      **Reinventing Government, Entrepreneurialism, and Civil Service Reform;  
 Productivity and Human Resource Management Information Systems**  
 Klingner and Nalbandian, Ch. 4 (84-109); Nigro, Nigro and Kellough, Ch. 11  
 Ingraham, "A Retrospective Look at Reinvention and Reform," (H&K, Ch.5)  
 Cogburn, "Deregulating the Public Personnel Function," (H&K, Ch.6)  
 Berman, "Productivity and Privatization: The Human Resource Management  
 Connection," (H&K, Ch. 13)  
 Lawther, "Privatizing Personnel: Outsourcing Public Sector Functions,"  
 (H&K, Ch.14)

**B. PUBLIC PERSONNEL MANAGEMENT FUNCTIONS AND ISSUES**

- SEP 23      The Role Of the Public Personnel Manager; Strategic Human Resource Management**  
Klingner and Nalbandian, Revisit Ch.2 (35-61),Ch. 3 (62-83)  
Pynes, "Strategic Human Resource Management," (H&K, Ch. 7)  
**Human Resource Interview Paper Due and In-class Report**
- SEP 30      Position Classification Methods**  
Klingner and Nalbandian, Ch. 5 (110-130)  
Naff, "Why Public Managers Hate Position Classification," (H&K, Ch.9)  
*Group Exercise:* Huddleston Exercise 7, "Job Analysis and the Job Description"  
Possible Group Presentation: Job Analysis
- OCT 7        Compensation**  
Klingner and Nalbandian, Ch. 6 (131-159)  
Perry, "Compensation, Merit Pay, and Motivation," (H&K, Ch. 10)  
Cayer, "Public Employee Benefits and the Changing Nature of the Workforce," (H&K, Ch.12)  
*Group Exercise:* Point-factor Job Evaluation Method, Huddleston Exercise 10, "Job Evaluation"  
Possible Group Presentation: Compensation or Benefits
- OCT 14      Social Equity Issues: Equal Employment Opportunity, Affirmative Action, and Workforce Diversity**  
Klingner and Nalbandian, Ch. 7 (160-183)  
Kellough, "Equal Employment Opportunity and Affirmative Action in the Public Sector," (H&K, Ch. 15)  
Ospina and O'Sullivan, "Working Together: Meeting the Challenges of Workplace Diversity," (H&K, Ch. 17)  
Guy, "The Difference That Gender Makes," (H&K, Ch. 18)  
Possible Group Presentation: Diversity
- OCT 21      Fall Break -- No Class**
- OCT 28      Staffing (Recruitment, Selection, Promotion)**  
Klingner and Nalbandian, Ch. 8 (184-212)  
Roberts, "Issues, Challenges, and Changes in Recruitment and Selection," (H&K, Ch.8)  
Mani, "Disabled or Not Disabled: How Does the Americans With Disabilities Act Affect Employment Policies?" (H&K, Ch. 19)

Possible Group Presentation: Recruitment or Interviewing for Selection  
**Resume Revision and Paper Due**

- NOV 4      Training and Development; Employee Motivation and Performance; Performance Appraisal**  
Klingner and Nalbandian, Ch. 9 (213-237), Ch. 10 (238-260), Ch. 11 (261-289)  
Klase, Kenneth A. "Accounting for Human Resource Development in the Public Sector," *International Journal of Public Administration*, Vol. 19, Nr. 5 (May, 1996) 661-689.  
Bjornberg, Linda. "Training and Development: Best Practices," *Public Personnel Management*, Vol. 31, Nr 4 (Winter 2002) 507-517.  
Daley, "The Trials and Tribulations of Performance Appraisal: Problems and Prospects on Entering the Twenty-First Century," (H&K, Ch. 11)  
Bowman, "At Last, an Alternative to Performance Appraisal: Total Quality Management," *Public Administration Review*, Vol.54 (March/April, 1994): 129-136.  
Possible Group Presentation: Career Development or Performance Appraisal  
**Mock Interview Paper Due**

- NOV 11      Assessment Center In-Class Activity**

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

- NOV 18      Organizational Justice (Discipline, Dismissal, and Grievances), Employee Rights, Health and Safety**  
Klingner and Nalbandian, Ch. 12-13 (290-347)  
Rosenbloom and Bailey, "What Every Public Personnel Manager Should Know About the Constitution," (H&K, Ch. 3)  
Seldon, "Sexual Harassment in the Workplace," (H&K, Ch. 16)  
Possible Group Presentation: Harassment, Drug Testing, or Grievance Procedures

- NOV 25      Thanksgiving Holiday -- No Class**

- DEC 2      Ethics and Human Resource Management in the Public Sector; Reform and the Future**  
West, "Ethics and Human Resource Management," (H&K, Ch. 21)  
Rainey, "Facing Fundamental Challenges in Reforming Public Personnel Administration," (H&K, Ch. 23)  
Lavigna, "Reforming Public Sector Human Resource Management: Best Practices From the Practitioner's View," (H&K, Ch. 24)  
Nigro, "The Reform Agenda: Where Do We Go From Here?" (H&K, Ch.25)  
Possible Group Presentation: Ethics

