University of New Hampshire
Carsey School of Public Policy

PA 813

Human Resource Management in the Public and Nonprofit Sectors

Online • October 17 – December 13, 2022

About the Course

Public human resource management (PHRM) can be thought of as **the strategic management of governmental personnel to improve organizational performance.** Using this definition as a starting point, the purpose of this course is to familiarize students with a broad range of human resources functions, responsibilities, and expectations associated with the management of personnel within governmental and non-profit agencies.

Topics discussed in this course include the historical evolution of public personnel management and civil service; the major legal requirements of the public sector HR function; labor relations, unions and collective bargaining; workforce diversity and equity; position classification and analysis; employee performance management and compensation; recruitment and selection; and strategic human resource management and planning.

Course Objectives

After completing this course, you should be able to:

- Explain the history and evolution of human resource management generally and in the public sector specifically

- Describe the relationship between organizational strategy and the HR function

- Analyze and apply statutory/legal requirements to workplace issues

- Describe and analyze the impact of collective bargaining in the public sector

- Analyze and apply legal concepts and societal norms regarding organizational diversity and social equity

- Compare and design systems for employee recruitment, compensation, and performance management

Required Text and Other Reading
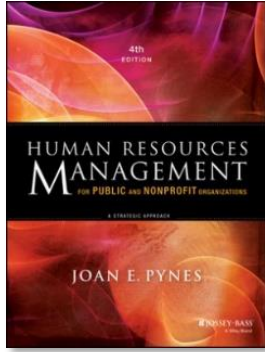
There is one required text for the course:

> Pynes, Joan. E. (2013). *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach*, 4th Edition. Jossey-Bass.

I am pleased to note that the textbook is available digitally via the UNH Library website. I will provide a link to the textbook chapters and other assigned readings within each course module on MyCourses.

Your Instructor

Don Taylor
Professor, University of Wisconsin-Madison
Adjunct Professor, Carsey School of Public Policy

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Office Hours: Mondays on Zoom from 11-1 (except Dec. 5), or by appointment.

I have worked and taught in the field of labor relations for more than twenty-five years, and I have been teaching online courses since 2005. I live and work in Madison, Wisconsin, where I am a professor of labor education at the University of Wisconsin-Madison. Originally from New Hampshire, I earned both my B.A. (History) and M.A. (Political Science) from UNH. I am currently writing a book about a Converse sneaker factory that once existed in my home town of Berlin.

Student Success in an Online Course

Perhaps the greatest key to student success in an online course is the ability to keep your work organized. You must be diligent and carefully manage your work and your time – because in an online course, you have much greater individual responsibility to plan and pace yourself in order to keep up. Use this syllabus as a guide. All of the course modules will be open from the very start of the course, enabling you to access course content, reading, and assignments early if you wish – although participation in topic-specific discussions will be limited to the module in which they are scheduled. The need for effective time management and self-discipline is magnified by the fact that this course compresses the work of a full-semester course into just eight weeks.

Course Format

Course Format

This online course will be completely "asynchronous" – this means there are no times at which you are required to log on and "meet" with me or other students. Within each scheduled module, you will work on the course material and assignments at whatever times work best for you. While asynchronous learning does create some limits on interaction, it has the benefit of maximum flexibility for students.

The MyCourses website (https://mycourses.unh.edu) will serve as the primary platform for the course. This is where all class materials, readings, discussions and assignments are posted. I have organized the course by dividing it into eight (8) modules. Everything you need for a particular module can be found on the "Modules" tab on the course page. Please see the Course Outline below for specific start/end dates for each module.

Course Navigation on MyCourses

Course Navigation	Description
Home Page	Landing page for the course.
Syllabus	The syllabus is readable online or downloadable as a PDF file.
Modules	This area contains the sections of the course. The course content, assignments, and participation are located here.
Discussions	This area contains our asynchronous threaded discussions. You will also be able to access them through the modules.
Assignments	This area will contain all assignments for the course. You will also be able to access them through the modules.
Quizzes	This area contains the quizzes for each module. You will also be able to access them through the modules.

Instructor Content

On MyCourses, each module contains "instructor content" – material that would constitute our in-class "lecture" if we were meeting in person. In this online course, this content will take various forms; the most common are short videos, webpages, clickable slide decks, and PDF documents. Make sure to take these "lecture substitutes" into consideration when planning your time for each module, as you will need time to review the instructor content in addition to the time it takes you to read the assigned book chapters and articles.

Course Assignments

1. **Discussions.** Our primary method of interaction and participation in the course will be through asynchronous discussions. There will be three different types:

   a) **"Introduction" and "Course Reflection" Discussions.** The very first discussion in the course will consist of student introductions. Replying to others' posts will not be required (although welcome). The very last discussion in the course will consist of your reflections on the course. Replies to others' posts will not be required (although welcome).

   b) **Specific-Topic Discussions.** There will be eight (8) specific-topic discussions (one per module) in which I will pose a discussion question about the course material. Students will be required to respond to the question with an initial substantive post (see rubric below for details) by a specified deadline partway through the module (these dates can be found in the Course Outline below). After making an initial substantive post in reply to the question, students will be expected to make at least one additional substantive post in reply to someone else by 11:59 PM ET on the last day of the module. Once you have made these required two substantive posts, feel free to make any number of additional posts of any length, continuing dialogue with others or introducing new points. Additional posts beyond the two required posts, although optional, deepen the conversation and enrich the educational experience, so I encourage them! These specific-topic discussions will be scored according to the rubric below.

Rubric for Scoring of Specific-Topic Discussions					
	Excellent	**Good**	**Fair**	**Poor**	**Totals**
Initial post quality and length	**21-25 points** Logical narrative; clear display of critical thinking; shows command of subject matter; points substantiated with specific examples and citations to the course material; exceeds 275 words	**14-20 points** Some critical thinking is displayed; post is relevant, but narrative is less logical; exceeds 250 words	**7-13 points** Rudimentary critical thinking is displayed; narrative is unclear; only partially connects with the subject matter; length is only 200-250 words	**0-6 points** Needs work developing critical thinking; off topic; narrative is unclear; points are not substantiated with adequate examples and citations to the course material; shorter than 200 words	**/25**
Timing of initial post	**10 points** Initial post made by specified deadline	**5 points** Initial post made 1 day late	**1 point** Initial post made 2 days late	**0 points** Initial post more than 2 days late	**/10**
Responses to others	**11-15 points** Responses to others are clearly written, thoughtful, and analytical; at least one response encourages ongoing dialogue and meets or exceeds 200 words	**6-10 points** Responses to others relate to course content but none encourage further discussion	**1-5 points** None of your responses explicitly connect to course content or encourage dialogue; all responses are less than 200 words	**0 points** No replies/ interactions; responses to others are only confirmatory (e.g. "I agree with you"), or otherwise unproductive	**/15**
				Total	**/50**

c) **Open Discussion.** There will be one asynchronous discussion thread called the "Open Discussion" that will run for the entire course, where we can discuss anything we want, related to any of the course material. I will post things to which you can reply if you choose. Or, you may choose to post comments, reactions to the course material or readings, or questions to trigger discussion. Students will be expected to make at least five (5) substantive posts to the Open Discussion during the course. Each of these posts in the Open Discussion will be scored according to the rubric below:

Rubric for Scoring of Posts in the "Open Discussion"				
Excellent	**Good**	**Fair**	**Poor**	**Total**
18-20 points Logical narrative; clear display of critical thinking; shows command of subject matter; points substantiated with specific examples and citations to the course material; exceeds 250 words	**15-17 points** Some critical thinking is displayed; post is relevant, but narrative is less logical; exceeds 225 words	**12-14 points** Rudimentary critical thinking is displayed; narrative is unclear; only partially connects with the subject matter; length is only 200-225 words	**0-11 points** Needs work developing critical thinking; off topic; narrative is unclear; points are not substantiated with adequate examples and citations to the course material; shorter than 200 words	**/20**

2. Quizzes

Each module contains a brief, low-stakes quiz, primarily intended as reinforcement of learning. Each quiz will be worth ten (10) points and will consist of multiple choice, True/False, and matching-type questions drawn from the course content for that module.

3. Job Evaluation Exercise

Module 5 includes a job evaluation exercise, drawing on the information covered in Module 4. In this assignment, you will be provided with a series of job descriptions and a point factor scoring system, and using these, you will evaluate the positions so that they can be compared for purposes of compensation, etc. At the end of the analysis, there will be a few questions for you to answer.

Grading will be based on the logic of your approach and your analysis of your results.

4. Final Essay Project

Rather than a final exam, the course will end with an open-book essay-based project with three parts. Part I will consist of four (4) short answer "identification" essays (25 points each), Part II will consist of one (1) longer essay (100 points), and Part III will consist of a short policy memorandum (100 points). All three parts of the project will allow students to choose the topics they write about; in Parts I and II, students will select topics from a provided list, while in Part III students can select a topic of their choice from all of the course subject matter.

Each item in the final project should: 1) Have a logical narrative; 2) Demonstrate a clear display of critical thinking; 3) Show command of the subject matter; and 4) Have points substantiated with specific examples and citations to the course material. Of course, because this is "open book," I will expect well-structured, well-written, and well-argued essays. The final will be made available at the beginning of Module 6 on November 21, and it will cover the *entire course*, including Modules 7 and 8.

The Final Essay Project will be due via Assignments by **11:59 PM on Monday, December 19.**

Course Grading

Each course assignment/activity will have a point value. The total number of points achievable in the course is 1,000. The point values for each assignment are as follows:

Activity	Points
"Introductions" Discussion at start of course	20
"Course Reflection" Discussion at end of course	20
Open (Course-Long) Discussion (minimum 5 posts)	100
Topic-Specific Discussions (8) – 50 points each	400
Job Evaluation Exercise	80
Quizzes (8) – 10 points each	80
Final Essay Project	300
TOTAL	**1,000**

The points you accumulate will translate to letter grades as follows:

Point Range	Letter
910-1000	A
900-909	A-
890-899	B+
810-889	B
800-809	B-
790-799	C+
710-789	C
700-709	C-
690-699	D+
610-689	D
600-609	D-
0-599	F

MODULE 1 • October 17-23

Course Introduction; History of Public Human Resource Management

Module 1 Reading

Pynes: Preface, Chapter 1, and Chapter 2

Risher, Howard. "HR Holds the Keys to Revitalizing Public Service." *Government Executive*, June 22, 2020.

Battaglio, Paul. "The Future of Public Human Resource Management." *Public Personnel Management*, Vol. 49 No. 4 (2020): 499-502.

"Quick Thoughts on 11 Tough Public Sector HR Challenges." *HRNews* (March 2020): 16-17.

Beaudry, Jennifer Ernst. "Top HR Challenges Facing the Public Sector – and How to Overcome Them." Lattice.com, February 17, 2022.

Burnett, Tammi. "HR in the Nonprofit Industry." Eddy.com, not dated.

Sowa, Jessica E. "Reinvigorating the Spirit of Strategic Human Resource Management." *Public Personnel Management*, Vol. 49 No. 3 (2020): 331-335.

Module 1 Assignments

Discussion: Introductions.

Discussions 1.1. Please make your first substantial post to each discussion by 12:00 noon on October 20.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 1 Quiz. Please complete by 11:59 pm on October 23.

The Legal Framework for Public and Nonprofit HRM

Module 2 Reading

Pynes: Chapter 3

Sherman, Leslie. "A Guide to Top HR Legal Issues." *HR Technologist*, January 7, 2020.

Nagele-Piazza, Lisa. "5 Ways HR Can Help Avoid a Lawsuit." Society for Human Resource Management (SHRM), September 10, 2021.

French, P. Edward. "Employment Laws and the Public Sector Employer: Lessons to Be Learned from a Review of Lawsuits Filed against Governments." *Public Administration Review* 69, no. 1 (January-February 2009): 92-103.

"Top 10 Legal Risks Facing Nonprofit Organizations." Hackler Flynn & Associates, not dated.

Module 2 Assignments

Discussion 2.1. Please make your first substantial post by 12:00 noon on October 27.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 2 Quiz. Please complete by 11:59 pm on October 30.

Diversity, Inclusion, and Equity

Module 3 Reading

Pynes: Chapter 4

White, Harvey, and Mitchell F. Rice, "The Multiple Dimensions of Diversity and Culture." In Mitchell F. Rice, ed. *Diversity and Public Administration*.

Hirsch, Arlene S. "Beyond the Numbers: Creating a Truly Diverse Organization." Society for Human Resource Management (SHRM), January 21, 2022.

Price Waterhouse Cooper. *Leveraging the Power of Our Differences* (2019).

Roepe, Lisa Rabasca. "Open Arms: How to Ensure Managers Can Translate DE&I Policies into Practice." *HR Magazine* (Fall 2022): 81, 83.

Baurmeister, Mitsuno. "Pursuing Strategic Diversity and Inclusion at a Public Transportation Agency." *HR News* (April 2018): 12-13.

Module 3 Assignments

Discussion 3.1. Please make your first substantial post by 12:00 noon on November 3.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 3 Quiz. Please complete by 11:59 pm on November 6.

Classification and Compensation

Module 4 Reading

Pynes: Chapters 5, 7, and 8

"Managing the Costs of Wages, Salaries, and Bonuses." *HR News*, June 2018, p. 22-23.

Barrett, Katherine, and Richard Greene. "How Local and State Governments are Meeting the Employee Benefits Challenge." *HR News*, October 2020, p. 18-19.

Resnick, Amy B. "Things Look Good for Public Sector Pensions: But What Does the Future Hold?" University of Illinois-Chicago Government Finance Research Center (January 25, 2022).

"Compensation for Nonprofit Employees." National Council of Nonprofits (not dated).

Module 4 Assignments

Discussion 4.1. Please make your first substantial post by 12:00 noon on November 10.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 4 Quiz. Please complete by 11:59 pm on November 13.

Recruitment and Selection

Module 5 Reading

Pynes: Chapter 6

"Report: Local and State Governments are Facing a Retention Crisis; The Worst Could Be Yet to Come." *American City and County*, June 24, 2022.

The Municipal Workforce Through the Pandemic: Where Are We Now? National League of Cities, 2022.

"Teacher Shortages a Reality as Schools Struggle to Fill New Positions." PBS NewsHour, September 12, 2022.

Feathers, Todd. "Expert: Money, Safety, Job Prestige Contribute to Staffing Problems at NH Prisons." *New Hampshire Union Leader*, May 14, 2018.

Jensen, Cassidy. "NH Department of Corrections Faces Challenges Filling Positions." *Concord Monitor*, June 4, 2022.

Module 5 Assignments

Discussion 5.1. Please make your first substantial post by 12:00 noon on November 17.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 5 Quiz. Please complete by 11:59 pm on November 20.

Job Evaluation Exercise. Please complete and submit via Assignments by 11:59 pm on November 20.

Please note that this module runs through Tuesday 11/29 as an adjustment for Thanksgiving break

Labor Relations and Collective Bargaining

Module 6 Reading

Pynes: Chapter 11

Mareschal, Patrice M. "Public Sector Unions, Democracy, and Citizenship at Work." *Labor History* 59, no. 1 (2018): 38-53.

McGinnis, John O. and Max Schanzenbach. "The Case Against Public Sector Unions." *Policy Review* 162 (August/September 2010): 3-12.

Module 6 Assignments

Discussion 6.1. Please make your first substantial post by 12:00 noon on November 27.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 6 Quiz. Please complete by 11:59 pm on November 29.

Performance Management and Appraisal

Module 7 Reading

Pynes: Chapter 10

On the Subject of Organizational Performance Management:

Ryan, Nick. "Performance Management in Public Sector Organizations." ACCA, not dated.

Barrett, Katherine, and Richard Greene. "Performance Management Does Away with the Whip." *Governing*, May 2019.

On the Subject of Employee Performance Management:

Cournoyer, Caroline. "How Public Employers Are Reevaluating the Employee Review." *Governing*, May 18, 2019.

Bodell, Lisa. "It's Time to Put Performance Reviews on Notice." *Forbes*, April 26, 2018.

Chandler, Jennifer. "What's New in Employee Performance Evaluations?" National Council of Nonprofits (October 13, 2016).

Segal, Jonathan. "That Difficult Conversation." *HR Magazine* (April 2016): 74-75.

Walters, Jonathan. "The Fine Art of Firing the Incompetent." *Governing*, June 1994.

Module 7 Assignments

Discussion 7.1. Please make your first substantial post by 12:00 noon on December 4.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Module 7 Quiz. Please complete by 11:59 pm on December 6.

Employee Training and Development

Module 8 Reading

Pynes: Chapter 9

Gurchiek, Kathy. "Report: Employers Reap Benefits of Employee Training When Done Right." Society for Human Resource Management (SHRM), August 19, 2022.

Garrison, Richard. "Taking Care of Business: The VA Commits to Training." *The Public Manager* (Summer 2011): 60-65.

Module 8 Assignments

Discussion 8.1. Please make your first substantial post by 12:00 noon on December 10.

Open Discussion (you are not required to post during every module, but at least 5 times during the course)

Discussion: Course Reflection. Please post by noon on December 10 to give others the opportunity to read and reply (if they choose).

Module 8 Quiz. Please complete by 11:59 PM on December 13.

Final Examination Project is due by 11:59 PM on December 19.

Academic Integrity

The University of New Hampshire identifies honesty as one of its core values, as described in its Academic Honesty policy (https://www.unh.edu/student-life/academic-honesty-policy).

For further guidance, the College of Liberal Arts has developed a helpful tutorial on plagiarism, which you can view at https://cola.unh.edu/academics/plagiarism-tutorial

Please let me know if you have questions about how this policy applies to your work in this course.

Disability Accommodation

I have endeavored to make this course accessible to all students. All non-decorative images are accompanied by alt text. All videos are accompanied by captions and downloadable transcripts.

UNH is committed to equity and access in education. According to the Americans with Disabilities Act (as amended, 2008), each student with a disability has the right to request services from UNH to accommodate his/her disability. If you are a student with a documented disability or believe you may have a disability that requires accommodations, please contact Student Accessibility Services (SAS) at 201 Smith Hall. Accommodation letters are created by SAS with the student. Please follow up with me as soon as possible to ensure timely implementation of the identified accommodations in the letter. Faculty have an obligation to respond once they receive official notice of accommodations from SAS but are under no obligation to provide retroactive accommodations.

For more information refer to https://www.unh.edu/studentaccessibility or contact SAS at 603.862.2607, 7-1-1 (Relay NH) or sas.office@unh.edu.

Emotional or Mental Health Distress

Your academic success in this course is very important to me. If, during the semester, you find emotional or mental health issues are affecting that success, please contact Psychological and Counseling Services (https://www.unh.edu/pacs/), which provides counseling appointments and other mental health services.