

PUBA 606  
Human Resource Management

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### **Course Overview**

This course provides students with an understanding of the pivotal role of effective human resource management (which is also called personnel management) that plays in improving organizational effectiveness in public settings.

This course exposes students to various human resource management policies and practices as well as related societal values guiding public personnel decisions and processes. Topics include: managing diversity, employment law & discrimination, performance appraisal, labor relations, recruitment and selection, and core values and motivation. Additionally, in order to provide students with hands-on experience on given topics, several guest speakers will be invited to offer special seminars on select days. The schedule of special seminars is subject to change based on availability of guest speakers.

### **Student Learning Outcomes**

Upon completion of this course, students will be able to:

- Outline the basic rules and procedures employed in public personnel decisions as well as the major components of strategic human resource management
- Recognize the impact of various human resource management practices on employees' attitudes, behaviors and job performance as well as organization's overall performance
- Identify the unique aspects of public personal management: legal contexts and public service motivation
- Employ theoretical and analytical tools and knowledge necessary to effectively manage a diverse and changing workforce
- Discuss the most significant changes and challenges in managing public workforce and apply knowledge to professionally, ethically and effectively address those changes and challenges.

### **Policies**

**1) Attendance:** Students are expected to attend all classes and complete all assignments on time; make active and constructive contributions to classroom discussion; maintain the highest professional standards in the classroom.

**2) Class Etiquette:** In order to make the class as enjoyable as possible for everyone, cell phones should be turned off during the class. Reading the outside material, talking during lectures, leaving the classes early, text messaging, emailing, and surfing the web are prohibited in class. Please arrive on time!

**3) Late Assignments:** Assignments not submitted by the due date will be applied a penalty (10 points per day).

**4) Academic Integrity:** All assignments should be the students' own work. Copying from previous semester's assignments, Plagiarism, and other forms of academic dishonesty are prohibited.

### **Grading**

Grades will be based on the following criteria:

- Weekly critiques on assigned readings (15%)
- Mid-Term exam (15%)
- Case Studies (6, each 2-3 pages, 25%)
- Final Paper (15-18 pages, 25%)
- Final Presentation (10%)
- Attendance and Participation (10%)

All assignments should be electronically submitted on Laulima.

#### **1) Attendance & Participation (10%)**

Attendance is mandatory unless you receive proper permission from me to miss a class. If you miss more than two classes without a legitimate excuse, it will lower your attendance/participation grade by 5%.

#### **2) Weekly critiques (15% total)**

To facilitate discussion, students are required to submit a short 1-2 page critique each week about the assigned readings. These could be questions about the readings, presenting an example from your experience of what you've read, or something you would like to add or further discuss in class. Two of the lowest scores will be dropped.

#### **3) Mid-Term Exam (15%): Take-home Exam**

**4) Case studies (25%):** Six sets of cases will be given to students and each case will be discussed in class. Students are expected to participate in this discussion by preparing a short memo (2-3 pages) that describes the context, actors, issues (problems, challenges and opportunities), and strategic suggestions to effectively address them. The case memo should be submitted before class meets. When preparing a memo, students are expected to summarize their main points and findings into one or two pages max using bullet points. This exercise aims to prepare students with skills and competencies needed as a future leader; students will learn how to approach the organizational issues with a practical perspective and deliver their ideas clearly to others. It also aims to help students develop skills to summarize their ideas in a succinct manner.

- Case 1: Washington State Workers' Compensation Administration (Harvard)
- Case 2: Labor Relations in the US Employment Service Reorganization (Electronic Hallway)
- Case 3: Merit Pay at the Department of Health (Harvard)
- Case 4: An Employee Gets Aggressive with Co-Worker (ASPA)

- Case 5: Civil Service Employee Termination (ASPA)
- Case 6: Work Not Completed (ASPA)

**5) Final Paper (25%) and Presentation (10%):** Students will select a public organization to conduct an organizational human resource management profile and assessment. To collect data, students can use information available online such as public documents or news articles. Students are required to do the following:

- 1) Describe the organization you selected in terms of its mission, organizational structures, types of services and composition of employees.
- 2) Review major human resource management practices and identify benefits and challenges
- 3) Present the specific recommendations or strategies that help improve the chosen HR practice

**Required Text**

Naff, K. C., Riccucci, N. M., & Freyss, S. F. (2013). *Personnel management in government: Politics and process*. CRC Press.

**Class Schedule**

**Class 1** Introduction

**Class 2** History and Environment of Public Personnel Management

Readings:

- Chapter 1 and 2

**Class 3** Employment law and Discrimination

Readings:

- Riccucci, Norma M. 2006. *Affirmative Action in the 21st Century*. In *Public Personnel Management: Current Concerns, Future Challenges*, 4th ed, edited by Norma M. Riccucci. White Plains, NY: Longman.
- Bradbury, Mark D., R. Paul Battaglio, Jr., and John L. Crum. 2010. Continuity Amid Discontinuity? George W. Bush, Federal Employment Discrimination, and "Big Government Conservatism." *Review of Public Personnel Administration* 30(4): 445-466.
- Riccucci, Norma M. and Karina Saldivar. 2012. The Status of Employment Discrimination Suits in Police and Fire Departments Across the United States. *Review of Public Personnel Administration*

**Class 4** Managing a diverse workforce

Readings:

- Choi, S., & Rainey, H. G. (2010). Managing diversity in US federal agencies: Effects of diversity and diversity management on employee perceptions of organizational performance. *Public Administration Review*, 70(1), 109-121.

- Rangarajan, Nandhini, and Tamika Black. 2007. Exploring Organizational Barrier to Diversity: A Case Study of the New York State Education Department. *Review of Public Personnel Administration* 27(3): 249-263.

### **Class 5 Recruitment and Selection**

#### Readings:

- Chapter 6
- Ban, Carolyn, Alexis Drahnak-Faller, and Marcia Towers. 2003. Human Resource Challenges in Human Service and Community Development Organizations: Recruitment and Retention of Professional Staff. *Review of Public Personnel Administration* 23(2): 133-153.
- Hamman, John, Uday Desai, and Thomas Mitchell. 1993. Competing for Talent and Diversity in Local Government Personnel: Recruitment Practices in Illinois Local Government. *Review of Public Personnel Administration* 13(1): 22-37.

### **Class 6 Performance Appraisals**

#### Guest Speaker

#### Readings:

- Chapter 7
- Lewis, Gregory B. 1997. Race, Sex, and Performance Ratings in the Federal Service. *Public Administration Review* 57(6): 479-489.
- Daley, Dennis. 2003. *The Trials and Tribulations of Performance Appraisal: Problems and Prospects on Entering the 21st Century*. In *Public Personnel Administration: Problems and Prospects 4th ed*, edited by Steven W. Hays and Richard C. Kearney. Englewood Cliffs, NJ: Prentice Hall.
- Ingraham, Patricia Wallace. 1993. Of Pigs in Pokes and Policy Diffusion: Another Look at Pay-for- Performance. *Public Administration Review* 53(4): 348-356.

### **Class 7 Mid-term Exam (no class)**

### **Class 8 Managing Modern Merit**

#### Readings:

- Ingraham, Patricia Wallace. 2006. Building Bridges over Troubled Waters: Merit as a Guide. *Public Administration Review* 66(4): 486-495.
- Durant, Robert F., Robert Kramer, James L. Perry, Debra Mesch, and Laurie Paarlberg. 2006. Motivating Employees in a New Governance Era: The Performance Paradigm Revisited. *Public Administration Review* 66(4): 505-514.

### **Class 9 Compensation and Benefits**

#### Readings:

- Reddick, Christopher G., and Jerrell D. Coggburn. 2007. State Government Employee Health Benefits in the United States. *Review of Public Personnel Administration* 27(1): 5-20.
- Allegretto, Sylvia A., and Jeffrey Keefe. 2010. *The Truth about Public Employees in California: They are Neither Overpaid nor Overcompensated*. Berkeley: Center

on Wage and Employment Dynamics. Available at <http://www.irle.berkeley.edu/cwed/wp/2010-03.pdf>

- Roberts, Gary E. 2003. Municipal Government Part-Time Employee Benefits Practices. *Public Personnel Management* 32(3): 435-454.

### **Class 10** Motivation and Retention

Readings:

- Ingraham, Patricia Wallace, and Charles Barrilleaux. 1983. Motivating Government Managers for Retrenchment: Some Possible Lessons from the Senior Executive Service. *Public Administration Review* 43(5): 393-402.
- Perry, James L., and Lois Recascino Wise. 1993. The Motivational Bases of Public Service. *Public Administration Review* 50(3): 367-373.
- Davis, Randall S. 2010. The ABCs of Public Service Motivation: Altruism, Behavior, and Compensation. *Journal of Public Administration Research and Theory* 20:887-897.

### **Class 11** Labor Relations

Guest speaker

Readings:

- Chapter 10
- Kearney, Richard C, and Steven Hays. 1994. Labor-Management Relations and Participative Decision Making: Toward a New Paradigm. *Public Administration Review* 54(1): 44-51.
- Kim, D. O., & Kim, H. K. (2004). A comparison of the effectiveness of unions and non-union works councils in Korea: can non-union employee representation substitute for trade unionism?. *The International Journal of Human Resource Management*, 15(6), 1069-1093.

### **Class 12** Training and Development

Readings:

- Denhardt, Robert B. 2001. The Big Questions of Public Administration Education. *Public Administration Review* 61(5): 526-534.
- Ingraham, Patricia Wallace, and Heather Getha-Taylor. 2004. Leadership in the Public Sector: Models and Assumptions for Leadership Development in the Federal Government. *Review of Public Personnel Administration* 24(2): 95-112.
- Olivero, G., Bane, K. D., & Kopelman, R. E. (1997). Executive coaching as a transfer of training tool: Effects on productivity in a public agency. *Public personnel management*, 26(4), 461-469.

### **Class 13** Grievances and Discipline

Guest speaker

Readings:

- King, Karen, and Denise Wilcox. 2003. Employee-Proposed Discipline: How Well is it Working?. *Public Personnel Management*, 32(2): 197-210.
- Muchinsky, P. M., & Maassarani, M. A. (1980). Work environment effects on public sector grievances. *Personnel Psychology*, 33(2), 403-414.

- Rubin, E. V. (2009). The role of procedural justice in public personnel management: Empirical results from the Department of Defense. *Journal of Public Administration Research and Theory*, 19(1), 125-143.

**Class 14** Family-Friendly Programs

- Lewis, S. (1997). 'Family friendly' employment policies: a route to changing organizational culture or playing about at the margins?. *Gender, Work & Organization*, 4(1), 13-23.
- Kim, S. (2008). Women and family-friendly policies in the Korean government. *International Review of Administrative Sciences*, 74(3), 463-476.

**Class 15** Final Presentations (Group Assignments Presentations)