A. Course Description
The purpose of this course is to provide a general overview of the human resources function in public agencies. The course discusses the basics of human resource management and contemporary changes in the public sector. Topics include the traditional personnel functions of recruitment, selection, training, motivation, compensation, evaluation, discipline, and termination of employees. Each of these skills demands particular skills. Case studies, experiential exercises, and other projects are used to help expose students to common administrative practices. Upon successful completion of this course, students should demonstrate a range of knowledge and skill competencies. The course will be conducted as a seminar, though there will be some lecturing by the professor. Class participation is important; each student should come to class prepared to participate in discussions.

B. Course Objectives
Upon successful completion of this course, students should be able to
- Understand major concepts, theories, and issues significant to public human resource management.
- Identify fundamental values guiding public sector human resource management policies and practices, and use examples to illustrate value tradeoffs.
- Appreciate the multiple perspectives, values, and ethical challenges of public human resource management.
- Discuss the most significant changes and challenges facing public human resource management.
- Develop analytic skills necessary to understand the legal, political, administrative, and behavioral contexts of public human resource management.
- Impart and develop analytical thinking skills through practice.

C. Text Books and On-line Articles
D. Grading
The grading for the semester is based on the following criteria:

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Exams 30%*2</td>
<td>60%</td>
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<tr>
<td>Discussion leading</td>
<td>10%</td>
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<tr>
<td>Research paper: Organizational Human Resource</td>
<td>20%</td>
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<tr>
<td>Management Profile and Assessment</td>
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<tr>
<td>Class participation</td>
<td>10%</td>
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E. Exams
The examination will be based on lectures, reading assignments, class activities, discussions and films shown in class. Exam will be in class and closed book, requiring essays and short answers- predominantly essays. Exam cannot be made up unless you notify the professor before the time of an exam that you cannot take the exam and you have to have an official and reasonable excuse.

F. Class Discussion Leading (10%)
Each student will present an article to the class and the presentation should be less than 10 minutes. Student has to present a brief overview, key findings and his/her own critiques and prepare 1 (or 2) question(s) to discuss with class. Each student should post 1 page double-spaced memo. The memo is due by Wednesday 10 pm and submission has to be made on blackboard.

G. Team projects: Organizational Human Resource Management Profile and Assessment (20%)
Team projects allow students to simulate what goes on in real world public administration. Unlike academic projects, government projects are rarely carried out and written up by one individual. I believe strongly that students in public administration should be exposed to team projects. Groups with four or three students will be randomly assigned to create research teams at the beginning of semester.

Each of team will select a public organization to conduct an Organizational Human Resource Management Profile and Assessment. It is not necessary to select an organization with a defined HR department or a designated director of personnel. All agencies have HR issues even if they do not have separate HR departments. This research project consists of a written report and a short presentation to the class.

Key task for this project is to gather information from interviews with agency officials, published documents, and other sources that permit you to describe and evaluate human resource management policies and practices in the agency. Your broad charge is to analyze the extent to which and manner in which the agency or jurisdiction is dealing with the major HRM issues. To accomplish this task, your report should include:

- A brief description of the organization, including its mission, size, scope, number and types of employees (possibly an explanation of the values espoused by the organization related to recruitment, retention, motivation, evaluation, discipline, ethics, training etc.)
- A review of major human resource management policies and practices of your chosen organization
• An assessment of the effectiveness of human resource management in the organization (Please make sure to review the literature which includes a discussion of some comparative perspectives on the issue and a review of best practices regarding this issue)

• Specific recommendations (short and long term) for improving one or more aspects of human resource management in the organization.

To prepare for this project, students will need to obtain professor approval of the agency selection by September 21. It is required to obtain interview opportunities of HR director or executive level officer who understand HR function of the organization. Interviews may be conducted in person or by phone, depending on the location of the agency and the preferences of the agency officials.

The research paper should be prepared in a format and style appropriate for delivery to the agency or jurisdiction administrator, including a transmittal cover letter, a title page identifying the names of all team members, an executive summary highlighting the research findings and recommendations, and a clearly organized and professionally written report. Each team will make a presentation to the class on the findings of their research which will serve as the basis for collective discussion of the broader issues within class.

• Written report must be 20-22 pages in length, not including title page, an executive summary and references.

• All articles and books used in report should be fully referenced on a separate bibliography page. As proper citation is a key part of any research assignment, it is imperative that you utilize proper citing and quoting techniques in this paper. In this class, you can use any formal citation formats such as APSA, MLA or Chicago styles. UNT library offers free tutoring for students. (check out: http://www.library.unt.edu/govinfo/browse-topics/citation-guides-and-style-manuals/citation-guides-and-style-manuals)

• Final paper must be turned electronically to the blackboard on December 1. Email copies will not be accepted.

• Late papers will not be accepted.

• Each group will formally present their findings and analyses in the class symposium session scheduled on November 30. The presentation should be approximately 15 minutes in length to be followed by questions from the class.

• I encourage each group to schedule a meeting with me for the discussion of the research development.

* Grading will have both group and individual components to inhibit free-riding behavior. That is, each group member will have specific tasks and components of the discussion leading for which he/she is responsible.

H. Participation
Students will be expected to be full participants in shaping the character of the seminar; that requires all students to come to class prepared to discuss the readings for each session. Some of the assigned readings are in the form of cases. To prepare for case discussions, you should carefully read and thoroughly analyze
the case. The professor would provide a brief lecture to the topic of each class sessions. In order to earn a high grade for participation, students should:

- Attend every class
- Arrive at class on time and stay for the entire class
- Read all the assigned readings and come to class with questions about and thoughts on the readings
- Consistently take an active part in class discussions
- Participate in small group and class discussions of readings and in-class activities

I. Blackboard
Blackboard will be used to supplement work in this course (ecampus.unt.edu). Checking blackboard frequently is advised in order to stay abreast of any and all announcements, and changes. On occasion, the professor will send emails to the entire class via UNT student assigned email accounts.

J. Academic Dishonesty: POLICY ON CHEATING AND PLAGIARISM
Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration office.

Definitions
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying other’s tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

Penalties
Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the professor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the professor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Appeals
Students may appeal and decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.
K. Special Needs
The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters.

L. Student Behavior in the Classroom:
Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr

K. Course Schedule and Assignments

**Week 1 (Aut 31) Course Introduction and Syllabus Review**
- Distribution of syllabus and overview of the course
- Case Discussion: What Millennials Want From Work and Life

**Week 2 (Sept 7) Political and Administrative Context of Public Personnel Management**
- Klingner, et. al. Ch. 1 and 2
- Viechnicki. Understanding Millennials in government Debunking myths about our youngest public servants (Blackboard)
- Maciag. “Millennials face hurdles breaking into public sector.” (Blackboard)
- Team will be assigned.

**Week 3 (Sept 14) Leadership and Public Service Motivation**
- Klingner, et. al. Ch. 9
### Week 4 (Sept 21)  Defining and Rewarding Work

- Klingner, et. al. Ch. 5 and 6

### Week 5 (Sept 28)  Diversity in the Public Sector

- Klingner, et. al. Ch. 7

### Week 6 (Oct 5)  Recruitment and Selection and Promotion

- Klingner, et. al. Ch. 8

### Week 7 (Oct 12)  Midterm
**Week 8 (Oct 19) Performance Appraisal**
- Klingner, et. al. Ch. 11

**Week 9 (Oct 26) Working with Volunteers**

**Week 10 (Nov 2) Training, Learning and Development**
- Klingner, et. al. Ch. 10.
- Berman et. al. Chapter 9. (Blackboard)

- Klingner, et. al. Ch. 3 and 4

Week 12 (Nov 16) New Generation and New HRM

- PA Times Summer 2016 (Read pp. 2-20)

Week 13 (Nov 23) Thanksgiving Holiday

Week 14 (Nov 30) Student Research Presentations: Turn in Research Paper by 3 pm (hard copy and digital copy)

Week 15 (Dec 7) Final Exam

Note: The schedule and assignments may be revised as the course progresses and new material becomes available.