

Human Resource Administration

20:834:523:91

Syllabus, Spring 2020

Course Delivery: Fully online

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Office Hours: Email for appointment

Office location: CPS 303

COURSE OVERVIEW

This course addresses public personnel administration from multiple perspectives, including theoretical, legal, political, policy, psychological and practical. It provides students with the conceptual foundation they need, while introducing them to the important trends in this area. In addition to building theoretical knowledge and understandings, this course seeks to enable students to learn about identifying, analyzing, and providing solutions to problems facing administrative agencies in the real-world. They need to make recommendations with the support of theories and empirical evidence.

COURSE OBJECTIVES

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

- Select and explain statutory and constitutional law for public employees that apply to current public personnel administration issues.
- Apply human resource management skills that demonstrate effective skills in leadership, communications, and motivation.
- Demonstrate skills in recommending a solution to a practical problem facing administrative agencies in the real-world.
- Relate theory about public personnel administration to current issues.

COURSE TEXTBOOKS

- Naff, K. C., Riccucci, N. M., & Frey, S. F. (2013). *Personnel Management in Government* (7th edition). New York: CRC Publications. **(Naff et al., 2013)**
- Riccucci, N. M. (2002). *Managing Diversity in Public Sector Workforces*. Boulder, CO: Westview Press. **(Riccucci, 2002)**

- Riccucci, N. M. (2018). *Public Personnel Management: Current Concerns, Future Challenges* (6th edition). New York: Longman Press. (**Riccucci, 2018**)

* **Reading materials that are not from the textbooks will be made available on Canvas.**

ONLINE COURSE SITE

This is a fully online course. You will need your Rutgers NetID username and password to log into the course management system (Canvas).

Technical Problem Resolution Procedure

If you are having login problems or any other technical issues, please contact:
help@canvas.rutgers.edu

COURSE REQUIREMENTS AND EVALUATION

Assignment	Key dates	Allocation
Class Participation (Including discussion board posts, comments on each other's answers, exercises, and cases)	Thursday 23:59 – Answers to discussion questions due Saturday 23:59 – Comments on each other's answers due	30%
Problem-Solving Exercise	March 14 (Week 8) – Submit your topic May 11 (Week 15) – Presentation due May 11 (Week 15) – Paper due	30% (Paper 20%; Presentation 10%)
Midterm Exam	March 8 (Week 8) – Midterm exam questions posted online March 15 (Week 8) – Deadline of submitting midterm exam	20%
Final Exam	May 3 (Week 16) – Final exam questions posted online May 10 (Week 16) – Deadline of submitting final exam	20%

Class participation (30%)

- In Week 1, you are expected to post a short bio and introduce yourself to the other students.
- Student participation will be judged on involvement in Discussion Boards, exercises, and cases. Participation must be relevant to the topic, demonstrate evidence of critical thinking, and help to expand new ideas, information, or resources.
- Students are expected to post their original responses to discussion questions/ exercises/ cases in Discussion Boards every week. The deadline for posting original responses to discussion questions is 23:59 on Thursday.
- Students are also expected to make comments on others' responses. They have to reply to at least one other member of this course by the end of the week. The deadline for posing reply comment(s) is 23:59 on Saturday.

Midterm exam (20%) and final exam (20%)

- The purpose of the exams is to measure whether students can fully understand the conceptual foundation, theories, and practical knowledge in human resource administration covered in classes.
- The mid-term examination will cover topics up to week 6. The final examination will cover materials from the remaining weeks of the semester.
- The exams will be conducted online. They are open-book and timed, containing a mixed format of true/false and short open-ended questions.
- Make-up exams will only be given in extreme emergencies.

Grade Appeal & Grade Change

- Students may submit a written appeal within 7 days after receiving their grade for the exam in question. Re-evaluation will be considered by individual instance.

Problem-Solving Exercise (Paper 20%; Presentation 10%)

Instruction

- In this exercise, students need to look through national or local, printed or online newspapers to identify a human resource management problem facing administrative agencies in the real-world. Students may also identify a human resource management problem facing Rutgers University or their place of employment.

- To address the problem they identify, students need to take the following steps to write a **paper** (10 to 15 pages, double-spaced, one-inch margins, and 12-point font):
 1. **State the issue/problem as clearly as possible:** Try to state clearly the issue or problem, followed by an explanation on the causes of this problem.
 2. **Explain the importance of the issue/problem:** Explain why the problem you identified is important, and/or what the benefits are when the problem is solved.
 3. **Recommend a specific course of action:** Clearly state the recommended course of action, providing a description about what the action is about, and why the action can solve the problem you identified.

In addition to writing a paper, students are also required to develop a **PowerPoint presentation** of their paper. There should be at least 10 slides in the presentation.

- Students are **NOT** required to submit a video recording of their presentation. But they can choose to do so to earn extra credits.

Remarks

- Students need to work individually on this exercise.
- Students need to submit the topic (i.e., the problem they are going to address) to the instructor no later than **March 14, 2020**. A change in the topic needs to be approved by the instructor after this date.
- The topic is the student's choice, but make sure it is a public personnel administration issue.
- Students are highly recommended to make an appointment with the instructor to discuss their topic prior to submission.
- The presentation needs to be submitted before **11:59pm on May 11, 2020**. 1 point will be deduced each day for late submission (a maximum of 10 points can be deduced).
- The paper needs to be submitted before **11:59pm on May 11, 2020**. 2 points will be deduced each day for late submission (a maximum of 20 points can be deduced).
- The paper must conform to APA style. Also, please make sure to include a cover page with the course name, semester, your name and date. Number all pages of the assignment.

Criteria for success

This exercise will be evaluated based on the analysis of the problem, the organization of ideas, the ability to properly apply the theories and concepts discussed in class, and the quality of writing (e.g., spelling, grammar, punctuation, etc.).

For the paper, the goal is to write as clearly, concisely, and directly as possible. Elegance of style, while desirable, is a secondary consideration. Short declarative sentences convey ideas well; convoluted grammar confuses things and often leads to misunderstandings. A decisionmaker should know precisely what you want them to do about the problem/issue and what you plan to do to carry out your recommendations. Lack of specificity can lead to communication problems.

The grading rubrics for this assignment will be made available on Canvas.

Extra Credits (up to 10%)

Up to 10% of extra credits may be assigned in this course. Opportunities for earning extra credits will be announced throughout the semester.

Time Commitment

To be successful in this course, you will need to commit to at least 9 hours of coursework per week for the full semester. Some weeks will require more time, some less.

Late Submission Policy

Unless otherwise noted, all written assignments, discussions, comments, etc., are due at the time and date listed in the syllabus. If you experience an unavoidable personal situation that prevents you from completing work on time, please inform the instructor prior to the date the work is due. Late work will result in points taken off, a lowering of the assignment grade, and/or an “F,” depending on the assignment.

GRADE POLICY

Final grades will be assigned according to the following scale:

A	90-100%	B+	86-89%	B	80-85%
C+	76-79%	C	65 -75%	F	64% or Below

COURSE POLICIES

Attendance and Participation Policy

There are no on-campus meetings for this class. You are expected to login to the course at least three times per week to ensure you do not miss pertinent postings, messages, or announcements.

It is University policy (University Regulation on Attendance, Book 2, 2.47B, formerly 60.14f) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Dropping the Course

In order to withdraw from a course, it is not sufficient to stop posting assignments or contributing to the Discussion Board. In accord with university policy, students wishing to withdraw from a course must do so formally through the Registrar's office. It is the student's responsibility to complete all forms. If this is not done, the instructor must assign a grade of F at the end of the semester.

Required technological skills

- Ability to utilize Canvas
- Ability to upload a digital version of your photo to Canvas
- Ability to create an electronic presentation

Required equipment / materials

- Computer, Internet access, webcam with microphone OR headphones with microphone
- Software that can save a file in the format of Microsoft Word, rtf, or PDF

Academic Integrity

Students at Rutgers University are expected to maintain the highest ethical standards. The consequences of academic dishonesty, including cheating and plagiarism, are very serious. Rutgers' academic integrity policy is at <http://academicintegrity.rutgers.edu/>.

Multimedia presentations about academic integrity may be found at:

- <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html>
- http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html

Serving Students with Disabilities

In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must do so through the Rutgers Disabilities Services Office. See <http://disabilityservices.rutgers.edu> for details.

Style Manual for Writing

All references should follow the 6th edition of the Publication Manual of the American Psychological Association (APA). There are some online resources for APA formatting. You may want to check the URLs listed below for models on format.

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://citationmachine.net/index2.php?reqstyleid=2>
- <http://www.psychwww.com/resource/apacrib.htm>

Other Useful Resources

Rutgers University Libraries - Many library resources are available online. Assistance is available through phone, email and chat.

- Online resources: <http://www.youtube.com/watch?v=iJvFVqjz8Dg>
- Introduction: <http://libguides.rutgers.edu/intro>

Plangere Writing Center

The Center offers tutoring for students who wish to improve their writing skills.

- <http://plangere.rutgers.edu/home>

COURSE CALANDER

Week 1: Introduction & Orientation	
<i>(Jan 21 to Jan 25, 2020)</i>	
Topics	<ul style="list-style-type: none"> • Review course syllabus • Introduce yourself on discussion board
Readings	N/A
Key Dates	<ul style="list-style-type: none"> • Jan 22 to Jan 25– Introduce yourself on the discussion board
Week 2: The Contemporary Field of Public Personnel Administration/Human Resources Management	
<i>(Jan 27 to Feb 1, 2020)</i>	
Topics	<ul style="list-style-type: none"> • The role of personnel management • The purpose of civil service or “merit” system • The differences between public and private sector organizations • The differences between public and private human resource management
Readings	<ul style="list-style-type: none"> • Naff et al., 2013, Chapter 1 • Riccucci, 2018, Chapter 1 • Boyne, G. A. (2002). Public and Private Management: What's the Difference? <i>Journal of Management Studies</i> 39(1): 97–122. <p>(The book chapters are provided on Canvas for those who do not have the textbooks yet)</p>
Key Dates	<ul style="list-style-type: none"> • Jan 26 – Discussion questions posted online • Jan 30 – Answers to discussion questions due • Feb 1 – Comments on each other’s answers due
Week 3: The Processes of Public Personnel and Human Resources Management (1)	
<i>(Feb 3 to Feb 8, 2020)</i>	
Topics	<ul style="list-style-type: none"> • Human resources planning • Recruitment and selection • Individuals’ job sector choice
Readings	<ul style="list-style-type: none"> • Naff et al., 2013, Chapters 3 & 6 • Riccucci, 2018, Chapters 12 • Korac, S., Saliterer, I., & Weigand, B. (2019). Factor Affecting the Preference for Public Sector Employment at the Pre-Entry level: A

	<p>Systematic Review. <i>International Public Management Journal</i> 22(5): 797-840.</p> <p>(The book chapters are provided on Canvas for those who do not have the textbooks yet)</p>
Key Dates	<ul style="list-style-type: none"> • Feb 2 – Discussion questions posted online • Feb 6 – Answers to discussion questions due • Feb 8 – Comments on each other’s answers due
<p>Week 4: The Processes of Public Personnel and Human Resources Management (2)</p> <p><i>(Feb 10 to Feb 15, 2020)</i></p>	
Topics	<ul style="list-style-type: none"> • Classification and compensation • Pensions and benefits
Readings	<ul style="list-style-type: none"> • Naff et al., 2013, Chapters 4 & 5 • Riccucci, 2018, Chapter 10
Key Dates	<ul style="list-style-type: none"> • Feb 9 – Discussion questions posted online • Feb 13 – Answers to discussion questions due • Feb 15 – Comments on each other’s answers due
<p>Week 5: The Processes of Public Personnel and Human Resources Management (3)</p> <p><i>(Feb 17 to Feb 22, 2020)</i></p>	
Topics	<ul style="list-style-type: none"> • Performance management and appraisal
Readings	<ul style="list-style-type: none"> • Naff et al., 2013., Chapter 7 • Pynes, J. E. (2009). <i>Human Resources Management for Public and Nonprofit Organizations</i> (Third Edition). San Francisco, CA: Jossey-Bass. Chapter 8
Key Dates	<ul style="list-style-type: none"> • Feb 16 – Discussion questions posted online • Feb 20 – Answers to discussion questions due • Feb 22 – Comments on each other’s answers due
<p>Week 6: The Processes of Public Personnel and Human Resources Management (4)</p> <p><i>(Feb 24 to Feb 29, 2020)</i></p>	
Topics	<ul style="list-style-type: none"> • Training and development • Sexual Harassment in the workplace: Causes and prevention

Readings	<ul style="list-style-type: none"> • Jackson, R. A., & Newman, M. A. (2004). Sexual harassment in the federal workplace revisited: Influences on sexual harassment by gender. <i>Public Administration Review</i>, 64(6), 705-717. • Pynes, J. E. (2009). <i>Human Resources Management for Public and Nonprofit Organizations</i> (Third Edition). San Francisco, CA: Jossey-Bass. Chapter 11 • Roehling, M. V., & Huang, J. (2018). Sexual harassment training effectiveness: An interdisciplinary review and call for research. <i>Journal of Organizational Behavior</i>, 39, 134 - 150.
Key Dates	<ul style="list-style-type: none"> • Feb 23 – Discussion questions posted online • Feb 27 – Answers to discussion questions due • Feb 29 – Comments on each other’s answers due
Week 7: Labor Relations in the U.S	
<i>(March 2 to March 7, 2020)</i>	
Topics	<ul style="list-style-type: none"> • History and development • Growth of unionism • Public sector movement • Grievances, impasses, and strikes
Readings	<ul style="list-style-type: none"> • Naff et al., 2013, Chapter 10 • Riccucci, 2018, Chapter 8
Key Dates	<ul style="list-style-type: none"> • March 1 – Discussion questions posted online • March 5 – Answers to discussion questions due • March 7 – Comments on each other’s answers due
Week 8: Mid-term Exam (Topics covered Week 2 to 6)	
<i>(March 9 to March 14, 2020)</i>	
Key Dates	<ul style="list-style-type: none"> • March 8 – Midterm exam questions posted online • March 15 – Deadline of submitting midterm exam • March 14 – Submit the topic of your “problem-solving exercise”.
Week 9: Spring Break	
<i>(March 16 to March 21, 2020)</i>	
	<ul style="list-style-type: none"> • No Class
Week 10: Equal Employment Opportunity and Affirmative Action	

<i>(March 23 to March 28, 2020)</i>	
Topics	<ul style="list-style-type: none"> • Normative concerns • Constitution and statutory Law • Case law
Readings	<ul style="list-style-type: none"> • Naff et al., 2013, Chapter 8 • Riccucci, 2018, Chapters 4 & 5
Key Dates	<ul style="list-style-type: none"> • March 22 – Discussion questions posted online • March 26 – Answers to discussion questions due • March 28 – Comments on each other’s answers due
Week 11: Managing Diversity in the Public Sector (1)	
<i>(March 30 to Apr 4, 2020)</i>	
Topics	<ul style="list-style-type: none"> • Normative concerns • Patterns and practices
Readings	<ul style="list-style-type: none"> • Naff et al., 2013, Chapter 9 • Riccucci, 2002, Chapters 1, 3 - 5
Key Dates	<ul style="list-style-type: none"> • March 29 – Discussion questions posted online • April 2 – Answers to discussion questions due • April 4 – Comments on each other’s answers due
Week 12: Managing Diversity in the Public Sector (2)	
<i>(Apr 6 to Apr 11, 2020)</i>	
Topics	<ul style="list-style-type: none"> • The benefits of diversity in the workplace • The potential drawbacks of diversity and diversity measures • The ways of addressing the challenges
Readings	<ul style="list-style-type: none"> • Phillips, K. (2014). How Diversity Works. <i>Scientific American</i>, 311(4), 42-47. • van Knippenberg, D. & Schippers, M. (2007). Work Group Diversity. <i>The Annual Review of Psychology</i>, 58, 515-541. • Leslie, L. M., Mayer, D. M., & Kravitz, D. A. (2014). The stigma of affirmative action: A stereotyping-based theory and meta-analytic test of the consequences for performance. <i>Academy of Management Journal</i>, 57(4), 964–989.
Key Dates	<ul style="list-style-type: none"> • April 5 – Discussion questions posted online • April 9 – Answers to discussion questions due

	<ul style="list-style-type: none"> • April 11 – Comments on each other’s answers due
Week 13: Human Resources Management in Nonprofit Organizations <i>(Apr 13 to Apr 18, 2020)</i>	
Topics	<ul style="list-style-type: none"> • Comparisons between public sector organizations and NPOs • The use of volunteers
Readings	<ul style="list-style-type: none"> • Riccucci, 2018, Chapter 16 • Pynes, 2009, Chapter 5 • Ronquillo, J., Miller, A., & Drury, I. (2017). Trends in nonprofit employment. In J. E. Sowa & J. K. Word (Eds). <i>The nonprofit human resource management handbook: from theory to practice</i>. New York: Routledge, Taylor & Francis Group. <p>Supplementary readings</p> <ul style="list-style-type: none"> • Brudney, J. L. & Sink, H. K. (2017) Volunteer management: It all depends. In J. E. Sowa & J. K. Word (Eds). <i>The nonprofit human resource management handbook: from theory to practice</i>. New York: Routledge, Taylor & Francis Group. • Amarante, E. F. (2017). Legal Aspects of Nonprofit Employment. In J. E. Sowa & J. K. Word (Eds). <i>The nonprofit human resource management handbook: from theory to practice</i>. New York: Routledge, Taylor & Francis Group.
Key Dates	<ul style="list-style-type: none"> • April 12 – Discussion questions posted online • April 16 – Answers to discussion questions due • April 18 – Comments on each other’s answers due
Week 14: Current Topics in Public Personnel <i>(Apr 20 to Apr 25, 2020)</i>	
Topics	<ul style="list-style-type: none"> • Motivations • Behavioral Change

<p>Readings</p>	<ul style="list-style-type: none"> • Ryan, R. M., & Deci, E. L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. <i>Contemporary Educational Psychology</i>, 25(1), 54–67. • Frey, B. S., & Jegen, R. (2001). Motivation Crowding Theory. <i>Journal of Economic Surveys</i>, 15(5), 589–611. • Carton, A. M. (2018). “I’m Not Mopping the Floors, I’m Putting a Man on the Moon”: How NASA Leaders Enhanced the Meaningfulness of Work by Changing the Meaning of Work. <i>Administrative Science Quarterly</i>, 63(2), 323–369. <p>Supplementary readings</p> <ul style="list-style-type: none"> • Lee, I. P., & Walker, R. M. (2019). Does source credibility matter for point-of-decision prompts? A quasi-experimental field study to increase stair use. <i>PLOS ONE</i>, 14(11), e0225520.
<p>Key Dates</p>	<ul style="list-style-type: none"> • April 19 – Discussion questions posted online • April 23 – Answers to discussion questions due • April 25 – Comments on each other’s answers due
<p>Week 15 - 16: Presentation, Paper, and Final Exam</p>	
<p>Key Dates</p>	<ul style="list-style-type: none"> • May 3 – Final exam questions posted online • May 10 – Deadline of submitting final exam • May 11 – Presentation due at 11:59 pm • May 11 – Paper due at 11:59 pm