



## PBAD 7430: Public Human Resource Management

Fall 2024

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| <b>Instructor:</b> Colt Jensen  | <b>Meeting Time:</b> Thursday 6:30-9:15pm |
| <b>E-mail:</b> <a href="mailto:cjensen@georgiasouthern.edu">cjensen@georgiasouthern.edu</a> | <b>Room:</b> Hybrid: Carroll 1047         |
| <b>Office:</b> Carroll 1071   | <b>Office Hours:</b> 1-5pm on Wednesdays  |

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**Course description:** The purpose of this course is to provide an overview of human resource management for public and nonprofit organizations. People are a vital component of public and nonprofit organizations and tend to comprise the majority of organizational budgets. However, the importance of employees and human resource management is often overlooked in public and nonprofit management. This course will include an exploration of administrative ethics, employee conduct and rights, organization employees vs. volunteers, affirmative action, sexual harassment, and the changing nature of work.

This course is designed to provide you with an overview of basic HR principles and practices, an understanding of how human resource management has evolved, and insights into the current issues facing human resource managers.

**Credit Hours:** 3

**Required Textbook:** *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*

**Authors:** Berman, Bowman, West & Van Wart **ISBN:** 1071848909 **Edition:** 7th (2021)

**Office Hours:** Drop-in office hours from 1-5 PM on Wednesdays and 2:30-5:30 PM on Sundays. If those hours do not work for you, appointments can also be scheduled via e-mail.

**Class Meetings - In-Person:** on Sunday from 6:30-9:15PM, Carroll 1047 on August 15, 29, September 12, 26, October 10, 24, November 7, 21, December 12 (Final Exam)

**Virtual:** via Folio on August 22, September 19, October 3, 17, 31, November 14\* – \* Live lecture via Zoom beginning at 6:30pm. All students are encouraged to attend and participate in the discussion. A recording will be made available in Folio for all students.

**Course Objectives:**

At the completion of this course, students will be able to:

1. Explain how HRM in the public, private, and nonprofit sectors are similar and distinct as well as discuss significant challenges facing public and nonprofit human resource managers.
2. Communicate and interact productively with a diverse and changing workforce and citizenry to provide recommendations on HR issues facing a local government or nonprofit

Table 1: **NASPAA & Course Competency Alignment**

| NASPAA Competency   | Course Competency   | Course Assessment  |
|---|---|--|
| Lead and manage in public governance  | <ul style="list-style-type: none"> <li>● Describe and execute the basic human resource functions</li> <li>● Describe the historical and political evolution of public human resource management</li> <li>● Apply theory and research on human resource management to the day-to-day workings of real organizations</li> </ul> | Midterm, In-Class Simulations and Case Studies, Final Project              |
| Analyze, synthesize, think critically, solve problems, and make decisions                 | <ul style="list-style-type: none"> <li>● Identify and use quality data sources</li> <li>● Articulate and apply appropriate methods for analyzing public problems</li> <li>● Explain the relationship between strategic HRM, recruitment &amp; selection, motivation, compensation, and performance appraisal</li> </ul>       | Final Project, In-Class Simulations and Case Studies, Discussion Questions |
| Articulate and apply public service perspectives  | <ul style="list-style-type: none"> <li>● Apply ethics to human resource functions</li> </ul>  | In-Class Simulations and Case Studies, Midterm                             |
| Communicate and interact productively with a diverse and changing workforce and citizenry | <ul style="list-style-type: none"> <li>● Communicate effectively in writing and speech</li> <li>● Explain the role of Affirmative action, EEO, and diversity in the context of HRM</li> <li>● Apply concepts of social equity and inclusion to public service with organizations and the community</li> </ul>                 | Final project, In-Class Simulations and Case Studies, Midterm              |

## Course & University Policies

**Accessibility Statement:** Students with disabilities who anticipate or experience barriers in this course may contact the Student Accessibility Resource Center (SARC) for assistance in determining and implementing reasonable accommodations. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for the Armstrong and Liberty campuses is located on the second floor of the Memorial College Center and the phone number is (912) 344-2572. For more information, please visit: <https://www.georgiasouthern.edu/students/sarc/>.

**Academic Honesty:** The Georgia Southern University [Honor Code](#) states: "I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others." Honesty is the essence of the intellectual life of the University. Students who copy the work of another on an assignment, paper, or examination are guilty of cheating. Misrepresenting another's work as your own, copying material from books, magazines, or other resources without acknowledging and identifying those sources is plagiarism. I expect all work in this course to be your own. Submitting the work of others (i.e., plagiarism) and submitting work done by generative AI (e.g., ChatGPT) is not allowed. I use a combination of Turnitin, [GPTZero](#), and [Grammarly's](#) plagiarism checker to catch plagiarism and the use of generative AI. If these programs indicate a high likelihood of plagiarism or reliance on generative AI, we will have a conversation about the issue, and I reserve the right to give such coursework a zero. Instances of dishonest behavior will be reported to the [Office of Student Conduct](#). If a student is found guilty of either cheating or plagiarizing or of assisting other students in cheating or plagiarizing on an assignment, the student may receive a grade of "F" for the course and be suspended or dismissed from the University.

**Class attendance and participation:** This course requires in-class discussion and participation. As a result, attendance is mandatory. After your first unexcused absence, each additional absence will result in a 10% deduction in your participation grade. Attending class, submitting discussion questions, and participating in in-class discussions will earn you full credit for participation. I want to address you by your preferred name and/or gender pronoun. Please inform me of this preference early in the semester so that I can make appropriate changes to my records.

**Well-being & Support Resources:** Please do not hesitate to let me know if you have difficulty in this course for any reason. In addition, services are available at the university to support you.

- Student Wellness & Health Promotion: [students.GeorgiaSouthern.edu/swhp](https://students.GeorgiaSouthern.edu/swhp)
- Writing Center: [Georgiasouthern.edu/cah/writing-center/](https://Georgiasouthern.edu/cah/writing-center/)
- Health Services: [GeorgiaSouthern.edu/healthservices](https://GeorgiaSouthern.edu/healthservices)

- Student Accessibility Resource Center: [GeorgiaSouthern.edu/students/sarc](https://GeorgiaSouthern.edu/students/sarc)
- Counseling Center: [GeorgiaSouthern.edu/counseling](https://GeorgiaSouthern.edu/counseling) or you can access 24/7 crisis support at 912-478-5541 for Statesboro Campus students or at 912-344-2529 for the Armstrong & Liberty Campuses. The new national suicide and crisis lifeline can be reached by calling or texting 988.
- Campus Food Pantry Resources: [Food Insecurity Resources](#)
- Regents Center for Learning Disorders: [academics.GeorgiaSouthern.edu/rclid](https://academics.GeorgiaSouthern.edu/rclid).
- Campus Wellbeing Resources: [Georgiasouthern.edu/students/swhp/campus-wellbeing/](https://Georgiasouthern.edu/students/swhp/campus-wellbeing/)

Additional information, including free digital well-being resources, can be accessed through the MyGS Mobile app or by visiting [Be Well Eagles](#).

**Late Submission & Makeup Policy:** Each day an assignment is late will result in 10% deduction in your grade for that assignment. Late work must be emailed to me directly, not submitted through Folio. A legitimate excuse for absence from an exam (e.g., religious holiday, medical emergency, or illness) must be presented in order for a makeup exam to be administered. When feasible, absence excuses should be submitted with documentation prior to a due date.

### Letter Grade Distribution:

|               |    |               |    |
|---------------|----|---------------|----|
| $\geq 93.00$  | A  | 73.00 - 76.99 | C  |
| 90.00 - 92.99 | A- | 70.00 - 72.99 | C- |
| 87.00 - 89.99 | B+ | 60.00 - 69.99 | D  |
| 83.00 - 86.99 | B  | $\leq 59.99$  | F  |
| 80.00 - 82.99 | B- |               |    |
| 77.00 - 79.99 | C+ |               |    |

### Grade Distribution:

|               |     |
|---------------|-----|
| Midterm       | 20% |
| Participation | 25% |
| Activities    | 25% |
| Final Project | 30% |

**Important Deadlines:**

- 1) Midterm ..... 10.10
- 2) Complete Three Activities ..... 10.31
- 3) Discussion Questions (Participation) ..... Biweekly
- 4) Presentation of course projects ..... 11.21 (in class)
- 5) Term paper ..... 12.12

Submissions (1), (3), and (4) must be handed in electronically via Folio at 23:59 (the latest) on the respective day. Giving a brief presentation of the course project (2) is expected in class. Details for each assignment are included below the course schedule.

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**Course Schedule**

I ask you to submit your assignments (!) before the deadline and to study the required reading (📖) for each class period carefully. Some class sessions are marked with this symbol (✍️) which indicates that you will need to submit questions about the readings or prepare a brief summary of one topic covered in the readings. Further details for each week and assignment are provided below.

*"In preparing for battle I have always found that plans are useless, but planning is indispensable." - Dwight D. Eisenhower*

The course outline below represents my detailed plans for how I intend for this course to proceed. However, adaptations to this course schedule or syllabus may be necessary.

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**Week 1 - In-person: Course Introduction (August 15th)**

We will use the textbook by Berman et al. (2021) as a as guide through this course – please read assigned readings carefully! You do not need to complete any reading before our first class.

📖 Required readings

- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Introduction, pp. 1-13.**

Optional readings

- \* Kellough, J. Edward (2020). "Human Resources and Public Administration". *PS: Political Science* 38; *Politics* 53(1): 173–178. DOI: [10.1017/S1049096519001793](https://doi.org/10.1017/S1049096519001793)
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## Week 2 - Folio: Public HRM and the Law (August 22)


As this is our first week online, I will host an optional but encouraged one-hour lecture and discussion on this week's readings on Zoom at our regular meeting time. A recording of this meeting will be posted to Folio.


### Required readings


- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Chapter 2**.

### Optional readings

- \* Murphy, Kevin R. (2018). "The Legal Context of the Management of Human Resources". *Annual Review of Organizational Psychology and Organizational Behavior* 5(Volume 5, 2018): 157–182. DOI: <https://doi.org/10.1146/annurev-orgpsych-032117-104435>
- \* French, P. Edward (2009). "Employment Laws and the Public Sector Employer: Lessons to Be Learned from a Review of Lawsuits Filed against Local Governments". *Public Administration Review* 69(1): 92–103. DOI: <https://doi.org/10.1111/j.1540-6210.2008.01943.x>
- \* Rosenbloom, David H. (2023). *Administrative Law for Public Managers*. Routledge Ch.1-2
- \* Bertelli, Anthony Michael (June 2007). "Law and Public Administration". In: *The Oxford Handbook of Public Management*. Ed. by Ferlie, Ewan, Lynn, Laurence E., and Pollitt, Christopher. Oxford University Press. ISBN: 9780199226443. DOI: [10.1093/oxfordhb/9780199226443.003.0007](https://doi.org/10.1093/oxfordhb/9780199226443.003.0007)

 Group 1: Submit two questions on the Murphy (2018) article (listed under Optional Readings in Week 2) by 6 pm on Sunday. Respond to two comments on the Kellough (2020) article.

 Group 2: Submit two questions on the Kellough (2020) article (listed under Optional Readings in Week 1) by 6 pm on Sunday. Respond to two comments on the Murphy (2018) article.

 Group 3: Submit two questions on the French (2009) article (listed under Optional Readings in Week 1) by 6 pm on Sunday. Respond to two comments on the French (2009) article.

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## Week 3 - In-person: A Brief History of Public HRM and Merit Systems (August 29)

### Required readings

- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Chapter 4**.

### Optional readings

- \* Nigro, Lloyd G. and Kellough, J. Edward (2014). *The new public personnel administration*. Wadsworth Cengage Learning. ISBN: 9781133734284 Ch.2.
- \* Shafritz, Jay M. and Hyde, Albert C. (2015). *Classics of Public Administration*. 8th. Wadsworth. ISBN: 9781305639034 p.3-5.
- \* R. Paul Battaglio, Jr. and Condrey, Stephen E. (2006). "Civil Service Reform: Examining State and Local Government Cases". *Review of Public Personnel Administration* 26(2): 118–138. DOI: [10.1177/0734371X06287200](https://doi.org/10.1177/0734371X06287200).

- \* Brewer, Gene A., Kellough, J. Edward., and Rainey, Hal G. (2022). "The Importance of Merit Principles for Civil Service Systems: Evidence from the U.S. Federal Sector". *Review of Public Personnel Administration* 42(2): 686–708. DOI: <https://doi.org/10.1177/0734371X2111026008>.

#### Additional Resources

- U.S. Merit Systems Protection Board - The Merit System Principles Keys to Managing the Federal Workforce
- National Archives: 1883 Pendleton Act

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### Week 4 - Folio: Recruitment (September. 5)

#### Required readings


- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Chapter 3**.


#### Optional readings


- \* Sievert, Martin, Vogel, Dominik, and Feeney, Mary K. (2022). "Formalization and Administrative Burden as Obstacles to Employee Recruitment: Consequences for the Public Sector". *Review of Public Personnel Administration* 42(1): 3–30. DOI: [10.1177/0734371X20932997](https://doi.org/10.1177/0734371X20932997).
- \* Jakobsen, Mette, Løkke, Ann-Kristina, and Keppeler, Florian (2023). "Facing the human capital crisis: A systematic review and research agenda on recruitment and selection in the public sector". *Public Administration Review* 83(6): 1635–1648. DOI: <https://doi.org/10.1111/puar.13733>.

#### Additional Resources

- Governing: How Local Government Can Recruit and Retain the Gen Z Workforce
- Government Executive: Service member influencers are helping DOD recruit, Pentagon official says

 Group 1: Submit two questions on the Jakobsen et al. (2023) article (listed under Optional Readings in Week 4) by 6 pm on Sunday. Respond to two comments on the Brewer et al. (2022) article.

 Group 2: Submit two questions on the Brewer et al. (2022) article (listed under Optional Readings in Week 3) by 6 pm on Sunday. Respond to two comments on the *Governing* article.

 Group 3: Submit two questions on the *Governing* article (listed under Additional Resources in Week 4) by 6 pm on Sunday. Respond to two comments on the Jakobsen et al. (2023).

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### Week 5 - In-person: Employee Engagement & Motivation (September 12)

#### Required readings

- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Chapter 6**.

Optional readings

- \* Christensen, Robert K., Paarlberg, Laurie, and Perry, James L. (2017). "Public Service Motivation Research: Lessons for Practice". *Public Administration Review* 77(4): 529–542. DOI: <https://doi.org/10.1111/puar.12796>.
- \* Wright, Bradley E., Moynihan, Donald P., and Pandey, Sanjay K. (2012). "Pulling the Levers: Transformational Leadership, Public Service Motivation, and Mission Valence". *Public Administration Review* 72(2): 206–215. DOI: <https://doi.org/10.1111/j.1540-6210.2011.02496.x>.
- \* Esteve, Marc and Schuster, Christian (2019). *Motivating Public Employees*. Elements in Public and Non-profit Administration. Cambridge University Press. DOI: [10.1017/9781108559720](https://doi.org/10.1017/9781108559720).

Additional Resources

- [ICMA: 4 Powerful Ways to Motivate Your Local Government Staff](#)

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## Week 6 - Folio: Position Management & Classification (September 19)

*I will be attending a conference in Memphis during this week, so I will not hold regularly scheduled in-person office hours this week. Email me to schedule a Zoom meeting, if needed.*

 Required readings


- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Chapter 5**.


Optional readings

- \* Plimmer, Geoff et al. (2022). "Resilience in Public Sector Managers". *Review of Public Personnel Administration* 42(2): 338–367. DOI: [10.1177/0734371X20985105](https://doi.org/10.1177/0734371X20985105).
- \* Sowa, Jessica E. (2020). "Reinvigorating the Spirit of Strategic Human Resource Management". *Public Personnel Management* 49(3): 331–335. DOI: [10.1177/0091026020930768](https://doi.org/10.1177/0091026020930768).

Additional Resources

- [Society for Human Resources Management \(SHRM\): Performing Job Analysis](#).
- [Job Evaluation: A Step-by-Step Guide for Designing and Implementing the Point Factor Method](#)

 Group 1: Submit two questions on the *Job Evaluation* article (listed under Additional Resources in Week 6) by 6 pm on Sunday. Respond to two comments on the *Job Evaluation* article.

 Group 2: Submit two questions on the *ICMA* article (listed under Additional Resources in Week 5) by 6 pm on Sunday. Respond to two comments on the Sowa (2020) article.



✍ Group 3: Submit two questions on the Sowa (2020) article (listed under Optional Readings in Week 4) by 6 pm on Sunday. Respond to two comments on the *ICMA* article.

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## Week 7 - In-person: The Rights of Public Sector Employees (September 26)

### 📖 Required readings

- Mead, Joseph (2020). "Public Employee Speech Rights: Survey of Recent Trends". *Review of Public Personnel Administration* 40(3): 384–404. DOI: [10.1177/0734371X18816752](https://doi.org/10.1177/0734371X18816752)
- Roberts, Robert (2023). "Religion in the Public Workplace: A Primer for Public Employers". *Public Personnel Management* 52(1): 117–139. DOI: [10.1177/00910260221129529](https://doi.org/10.1177/00910260221129529)
- Jacobson, Willow S. and Tufts, Shannon Howle (2013). "To Post or Not to Post: Employee Rights and Social Media". *Review of Public Personnel Administration* 33(1): 84–107. DOI: [10.1177/0734371X12443265](https://doi.org/10.1177/0734371X12443265)

### Additional Resources

- [Pickering Balancing Test for Government Employee Speech](#)
- [The First Amendment and Government Employees](#)

✍ All Students: Due to Hurricane Helene in place of attending class please do the following. First, watch the recorded lecture that I have posted under the "Week 7" Tab in Folio. Second, please post two comments and respond to two comments on any of readings contained in the Week 7 Folder in Perusall. You have until 10/13 at 11:59 pm to complete these assignments.

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## Week 8 - Folio: Training and Development (October 3)

### 📖 Required readings

- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Chapter 9**.

### Optional readings

- \* Reese, Laura A. and Lindenberg, Karen E. (2003). "The Importance of Training on Sexual Harassment Policy Outcomes". *Review of Public Personnel Administration* 23(3): 175–191. DOI: [10.1177/0734371X03253214](https://doi.org/10.1177/0734371X03253214).
- \* Getha-Taylor, Heather et al. (2015). "Considering the Effects of Time on Leadership Development: A Local Government Training Evaluation". *Public Personnel Management* 44(3): 295–316. DOI: [10.1177/0091026015586265](https://doi.org/10.1177/0091026015586265).

- \* Finkel, Müge Kökten, Grøn, Caroline Howard, and Hughes, Melanie M. (2023). "Moving On Up? Effects of Leadership Training and Intersectoral Mobility on Women's Advancement in Danish Public Administration Management". *Review of Public Personnel Administration* 43(2): 215–238. DOI: [10.1177/0734371X2111054875](https://doi.org/10.1177/0734371X2111054875).
- \* Bradbury, Mark D., Martin, Meridith, and Yokley-Krige, Elizabeth (2022). "Book Review: The stay interview: A manager's guide to keeping the best and brightest". *Review of Public Personnel Administration* 42(4): 789–794. DOI: [10.1177/0734371X221093612](https://doi.org/10.1177/0734371X221093612).

### Additional Resources

- [Reuters: Importance of data proficiency among government employees](#)

### **Due to Hurricane Helene the due date for this assignment is now 10/13 at 11:59 PM**

- Group 1: Submit two questions on the Roberts (2023) article (listed under Optional Readings in Week 7) by 6 pm on Sunday. Respond to two comments on the Mead(2020) article.
- Group 2: Submit two questions on the Reese and Lindenberg (2003) article (listed under Optional Readings in Week 8) by 6 pm on Sunday. Respond to two comments on the Reese and Lindenberg (2003) article.
- Group 3: Submit two questions on the Mead (2020) article (listed under Optional Readings in Week 7) by 6 pm on Sunday. Respond to two comments on the Roberts (2023) article.

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### **Week 9 - In-person: Employee Friendly Policies (October 10)**

#### Required readings

- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Ch. 8**.

### **(!) Midterm - Moved to October 24th due to Hurricane**

#### Optional readings

- \* Mele, Valentina, Belardinelli, Paolo, and Bellé, Nicola (2023). "Telework in public organizations: A systematic review and research agenda". *Public Administration Review* 83(6): 1649–1666. DOI: <https://doi.org/10.1111/puar.13734>.
- \* Buick, Fiona et al. (2024). "Different Approaches to Managerial Support for Flexible Working: Implications for Public Sector Employee Well-Being". *Public Personnel Management*. DOI: [10.1177/00910260241226731](https://doi.org/10.1177/00910260241226731).

### Additional Resources

- [Georgia Governor's Office of Planning and Budget: Telework Policy](#)
- [The Hill: Congress baffled to learn the private sector works from home more than fed employees](#)

- Focus on completing work from Weeks 8 and 9 by 10/13 at 11:59 PM. I will cover the readings for this week during our in-class lecture and we will return to our normal schedule next week.**

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## Week 10 - Folio: Appraisals (October 17)

### Required readings


- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Chapter 10.**


### Optional readings


- \* Lin, Yu-Chun and Kellough, J. Edward (2019). "Performance Appraisal Problems in the Public Sector: Examining Supervisors' Perceptions". *Public Personnel Management* 48(2): 179–202. DOI: [10.1177/0091026018801045](https://doi.org/10.1177/0091026018801045).
- \* Adler, Seymour et al. (2016). "Getting Rid of Performance Ratings: Genius or Folly? A Debate". *Industrial and Organizational Psychology* 9(2): 219–252. DOI: [10.1017/iop.2015.106](https://doi.org/10.1017/iop.2015.106).

### Additional Resources

- [Reinventing public sector performance management](#)

 Group 1: Submit two questions on the Lin and Kellough (2019) article (listed under Optional Readings) by 6 pm on Sunday. Respond to two comments on the *The Hill* article.

 Group 2: Submit two questions on the *The Hill* article (listed under Additional Resources) by 6 pm on Sunday. Respond to two comments on the Adler (2016) article.

 Group 3: Submit two questions on the Adler (2016) article (listed under Optional Readings) by 6 pm on Sunday. Respond to two comments on the Lin and Kellough (2019) article.

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## Week 11 - In-person: Compensation (October 24)

### Required readings

- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Chapter 7.**

### **(!) Midterm**

### Optional readings

- \* Thom, Michael and Reilly, Thom (2015). "Compensation Benchmarking Practices in Large U.S. Local Governments: Results of a National Survey". *Public Personnel Management* 44(3): 340–355. DOI: [10.1177/0091026015586266](https://doi.org/10.1177/0091026015586266).
- \* Taylor, Lori L. et al. (2020). "How to Do a Salary Equity Study: With an Illustrative Example From Higher Education". *Public Personnel Management* 49(1): 57–82. DOI: [10.1177/0091026019845119](https://doi.org/10.1177/0091026019845119).

- \* Johnson, Jasmine McGinnis and Ng, Eddy S. (2016). "Money Talks or Millennials Walk: The Effect of Compensation on Nonprofit Millennial Workers Sector-Switching Intentions". *Review of Public Personnel Administration* 36(3): 283–305. DOI: [10.1177/0734371X15587980](https://doi.org/10.1177/0734371X15587980).
- \* Kim, Mirae and Charbonneau, Étienne (2020). "Caught Between Volunteerism and Professionalism: Support by Nonprofit Leaders for the Donative Labor Hypothesis". *Review of Public Personnel Administration* 40(2): 327–349. DOI: [10.1177/0734371X18816139](https://doi.org/10.1177/0734371X18816139).

#### Additional Resources

- [World Bank: Public Sector Employment and Compensation: An Assessment Framework](#)

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### Week 12 - Folio: Inclusive and Diverse Public Sector Workforces (October 31)

#### Required readings

- Choi, Sungjoo and Rainey, Hal G. (2010). "Managing Diversity in U.S. Federal Agencies: Effects of Diversity and Diversity Management on Employee Perceptions of Organizational Performance". *Public Administration Review* 70(1): 109–121. DOI: <https://doi.org/10.1111/j.1540-6210.2009.02115.x>
- Bradbury, Mark D. and Kellough, J. Edward (Nov. 2007). "Representative Bureaucracy: Exploring the Potential for Active Representation in Local Government". *Journal of Public Administration Research and Theory* 18(4): 697–714. DOI: [10.1093/jopart/mum033](https://doi.org/10.1093/jopart/mum033)

#### **(!) Activities: All three activities must be submitted through Folio before midnight on this day**

##### Optional readings

- \* Guy, Mary (2017). "Mom Work Versus Dad Work in Local Government". *Administration & Society* 49(1): 48–64. DOI: [10.1177/0095399716641989](https://doi.org/10.1177/0095399716641989).
- \* Gardenswartz, Lee, Cherbosque, Jorge, and Rowe, Anita (2010). "Emotional intelligence and diversity: A model for differences in the workplace". *Journal of Psychological Issues in Organizational Culture* 1(1): 74–84. DOI: <https://doi.org/10.1002/jpoc.20002>.
- \* Neal, Sue M. et al. (2023). "I'm Only Human: A New E-road to Advancing Social Equity Through a Humanist Approach to Mentoring in Public Service". *Review of Public Personnel Administration* 43(2): 239–259. DOI: [10.1177/0734371X211058180](https://doi.org/10.1177/0734371X211058180).
- \* Smith, Amy E. et al. (2021). "Gender, Race, and Experiences of Workplace Incivility in Public Organizations". *Review of Public Personnel Administration* 41(4): 674–699. DOI: [10.1177/0734371X20927760](https://doi.org/10.1177/0734371X20927760).
- \* Long, Mark C. (2007). "Affirmative Action and Its Alternatives in Public Universities: What Do We Know?" *Public Administration Review* 67(2): 315–330. DOI: <https://doi.org/10.1111/j.1540-6210.2007.00715.x>.

#### Additional Resources

- [Georgia Municipal Association \(GMA\): Initiatives - Equity & Inclusion](#)

- [GMA - Municipal Leader Diversity, Equity Inclusion Certificate Program](#)

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### Week 13 - In-person: HRM Ethics (November 7)

#### Required readings

- Bowman, James S. and West, Jonathan P. (2021). "Oaths of Office in American States: Problems and Prospects". *Public Personnel Management* 50(1): 109–132. DOI: [10.1177/0091026020913072](https://doi.org/10.1177/0091026020913072).
- Taylor, Jeannette (2018). "Internal Whistle-Blowing in the Public Service: A Matter of Trust". *Public Administration Review* 78(5): 717–726. DOI: <https://doi.org/10.1111/puar.12946>.
- Meyer-Sahling, Jan-Hinrik and Mikkelsen, Kim Sass (2022). "Codes of Ethics, Disciplinary Codes, and the Effectiveness of Anti-Corruption Frameworks: Evidence from a Survey of Civil Servants in Poland". *Review of Public Personnel Administration* 42(1): 142–164. DOI: [10.1177/0734371X20949420](https://doi.org/10.1177/0734371X20949420).

#### Optional readings

- \* Mastracci, Sharon H. (2022). "Dirty Work and Emotional Labor in Public Service: Why Government Employers Should Adopt an Ethic of Care". *Review of Public Personnel Administration* 42(3): 537–552. DOI: [10.1177/0734371X21997548](https://doi.org/10.1177/0734371X21997548).

#### Additional Resources

- [SHRM: Code of Ethics](#)

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### Week 14 - Folio: Labor-Management (November 14)

#### Required readings

- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Chapters 11-12**.

#### Optional readings

- \* Lauritzen, Heidi Hesselberg, Grøn, Caroline Howard, and Kjeldsen, Anne Mette (2022). "Leadership Matters, But So Do Co-Workers: A Study of the Relative Importance of Transformational Leadership and Team Relations for Employee Outcomes and User Satisfaction". *Review of Public Personnel Administration* 42(4): 614–640. DOI: [10.1177/0734371X211011618](https://doi.org/10.1177/0734371X211011618)

#### Additional Resources

- [ICMA: Mending Labor-Management Relationships](#)

✍ Group 1: Submit two questions on the Bowman and West (2021) article (listed under Optional Readings in Week 14) by 6 pm on Sunday. Respond to two comments on the *ICMA: Mending Labor-Management Relationships* article.

✍ Group 2: Submit two questions on the *SHRM: Code of Ethics* article (listed under Additional Resources in Week 14) by 6 pm on Sunday. Respond to two comments on the Bowman and West (2021) article.

✍ Group 3: Submit two questions on the *ICMA: Mending Labor-Management Relationships* article (listed under Additional Resources in Week 13) by 6 pm on Sunday. Respond to two comments on the *SHRM: Code of Ethics* article.

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### **Week 15- In-person: Contemporary Reform Efforts & Challenges (November 21)**

#### **📖** Required readings

- Berman, Evan M. et al. (2021). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 5th. SAGE Publications, Inc. **Conclusion.**

#### **(!) Course Presentations: All groups will present their projects on this day**

##### Optional readings

- \* Guy, Mary E. and Lee, Hyun Jung (2015). "How Emotional Intelligence Mediates Emotional Labor in Public Service Jobs". *Review of Public Personnel Administration* 35(3): 261–277. DOI: [10.1177/0734371X13514095](https://doi.org/10.1177/0734371X13514095)

##### Additional Resources

- U.S. Office of Personnel Management (OPM): [Workforce of the Future](#)
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### **Week 16: No Class - Thanksgiving Break (November 28)**

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### **Week 17: No Class - Reading Day (December 5)**

Due to Hurricane Helene, the University System of Georgia will allow two days from finals week to count toward the instructional time requirements. This means that we need to utilize the "alternative instruction" option within the USG policies to meet the minimum instructional time. Folio is our "alternative instruction" mechanism, so I am required to provide instructional materials on Folio that will account for about 150 minutes of instruction. **All Students:** Please view the videos in the "Additional Helene Instructional Material" in Perusall post one comment and respond to one comment for any of these videos.

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### **Week 18: Final Exam Period (December 12)**

Plans for this exam time will be discussed in class on 11/21. Additionally, all work must be submitted by Noon on 12/12. After this point, all work will be given an automatic Zero. Remember each calendar day that an assignment is late is an 10% point total deduction.

## Assessment criteria

### Discussion Questions & Participation

Each week that we do not have an in-class meeting, you will be responsible for writing two original comments and responding to two of your classmates' comments. These comments must be submitted through our course's [Perusall page](#) - Student Enrollment Code: **JENSEN-RHG22**.

- Initial Discussion: To begin discussions, all students should write a brief initial post (200-500 words) on the topic assigned for the week and raise at least two questions about the topic or readings for class discussion.

- Dialogue: During the same week, you should respond to your classmates' questions (at least two posts responding to two different questions) and have a conversation about the material for that week. Your responses to these questions can emanate from the readings, information from your lived experience, or any other source. Discussions will be graded on volume (minimum number of posts) as well as substance in content.

You will be assigned to a group during the first week of class. The readings that you will be responsible for commenting on will correspond to this group assignment. Every missing comment and response will result in a 10 percent deduction in your participation grade.

### Readings

The required readings typically include one chapter of the textbook per week. When additional readings are assigned, they will be made available electronically in Folio or through the Georgia Southern library system (<https://www.georgiasouthern.edu/library/>). It is important to stay current with these readings so that you can follow along with lectures and participate in discussions. I would strongly recommend that you finish the readings before you complete any assignments. Cheating will result in a zero for the assignment and will be reported to the Dean of Students. Finally, during the first week of class, you will be assigned a group number. During Folio week, each group will be assigned an additional reading. **Every member of the specified group** is responsible for submitting two comments and two responses for the assigned supplemental reading(s) by Sunday at 5 pm of that week.

## Activities

*You must complete three of the five activities listed below by October 31st*

**1. Public Meeting Reflection Essay:** Attend an in-person governing board meeting for a municipal or county government. Prior to these meetings send me a copy of the agenda and identify at least two agenda items with HRM implications for approval. If you attend in-person, please include one photograph, you do not need to be in the photo, as evidence of your attendance. If you have health concerns or cannot physically attend a meeting due to time constraints, then you can attend virtually or review two previously recorded governing board meetings. Hyperlinks to the meetings you review must be provided in addition to your essay. Your essay should address two central themes. First, compare and contrast the roles and interactions of a) professional public managers, b) elected officials, and c) members of the general public during the meeting, especially regarding HRM-related issues. How do these discussions align with your expectations based on our in-class discussions and readings? Second, review the local government's online HR presence, the materials in the agenda or agenda packet, and suggest one potential HR-related improvement for that government to consider. Your essay should be at least 3 full pages double-spaced. **The City of Statesboro and Bulloch County both have council meetings on the first and third Tuesday of each month. If there is interest, we can organize a course trip to one of these council meetings.**

**2. Cover Letter and Resume Assignment:** Choose one job ad in a government or nonprofit organization that interests you. For this assignment, send me an email with your application materials for this position, including but not limited to, your resume and a cover letter for this position. Additionally, please include a hyperlink or PDF for your job ad of interest. Use these [Harvard University Resources](#) as a guide in crafting and refining your cover letter and resume. Resumes and cover letters that do not resemble the templates or follow the conventions outlined in the Harvard documents will lose points. Identify one skill in the job ad that you do not currently have, and briefly, in a sentence or two, describe how you plan to develop this skill before you enter the workforce. Finally, use the [Jobscan website](#) to run a scan of your resume and cover letter (you can use a fake name, address, and contact info if you are concerned about data privacy) to see how an Applicant Tracking System (ATS) would likely assess your resume. In your email, describe two changes you made to your resume and cover letter based on the Jobscan feedback.

**3. Written Interview Prep:** Choose one job ad in a government or nonprofit organization that interests you. For this assignment. Pretend you have a job interview for this position. To prepare conduct research on the company ([Indeed](#) has good advice on how to go about this pro-



cess) and use the [MIT STAR method resources](#) to prepare answer to likely interview questions. Choose five common interview questions from [Harvard Business Review](#) and write out your answer to these questions. Use the STAR method when applicable. Finally, select five behavioral interview questions from [this article](#) which was written by an SHRM professional, and write out your answers. All of the answers to these behavioral questions should use the STAR method.

**4. Podcast Reflection:** Choose one episode of the [WorkLife](#) podcast by Adam Grant that relates to an HRM topic we have covered in class. Write a 500+ word essay that uses the following structure about the podcast.

**1. Introduction:**

1. Introduce the podcast episode you chose, including its title and a brief summary.
2. Mention the specific HRM topic it relates to and provide a brief overview of that topic.

**2. Connection to HRM Concepts:**

1. Discuss how the podcast episode connects to the HRM concepts covered in class.
2. Highlight specific examples or case studies from the podcast and explain their relevance to the HRM topic.
3. Analyze the perspectives presented in the podcast in the context of academic theories and frameworks discussed in class.

**3. Personal Reflection:**

1. Reflect on your personal takeaways from the podcast episode.
2. Discuss how the insights gained from the episode have influenced your understanding of the HRM topic.
3. Consider how the information presented might impact your future approach to HRM practices.

**4. Conclusion:**

1. Summarize the key points made in your reflection.
2. Reiterate the connection between the podcast episode and the HRM concepts.
3. Provide any final thoughts or considerations.

**5. Local Budget Analysis through an HR Lens** Review the most recent budget of [Bulloch County](#). What is the dollar amount of the Human Resources department budget for FY 2024-2025? What percentage of the general fund expenditures are accounted for by personnel

expenses? What percentage of the special revenue fund expenditures are accounted for by personnel expenses? How much did Bulloch County allocate for their Employee Health Insurance Fund and the Works Compensation Risk Management Fund in FY24-25? According to the *Major Changes* portion of the budget. What HRM-related changes did the county commission adopt? Finally, review the local news media coverage of the county's budget adoption in [Grice Connect](#) and in the [Statesboro Herald](#). How would you assess the coverage of the HRM-related portions of the budget adoption? Suggest one improvement that you would make to local news coverage of HRM-related topics regarding local government budget adoptions? Conclude with a discussion of your impression of the budgeting documents you reviewed.

**6. Attend a Campus Event:** You can attend one of the following events: Armstrong Campus Poverty Simulation, [U.S. Census Bureau Director's Robert L. Santos Lecture](#), or the Career Connect Activity about federal resume building and job applications on October 21st. Please submit attendance verification as well as one page essay about what you learned and it's relevance for HRM.

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## Midterm

The midterm exam, covering material from the first part of the semester should be submitted by October 10th. You are expected to complete the midterm individually. Cheating will result in a zero for the assignment and will be reported to the Dean of Students.

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## Course Project

You will be placed in groups and choose your organization by September 5th. Topic approval submissions are due on September 26th. Your presentations will occur on November 21st when each of the groups will present their findings. Final reports and individual reflections are due on December 12th when. As a group, you will work together to prepare and present a short training session for an organization of your choosing on an important contemporary human resource issue (selected from the list on Folio or another topic preapproved by the instructor). In addition to the resources suggested by the professor, find and review at least eight articles (not already assigned) related to your topic. All articles should be recent (published in 2010-2024, some exceptions can be made with approval of instructor); at least three should be from a peer-reviewed scholarly journal and at least three from practitioner journals (contact me regarding any exceptions to these requirements). Provide a list of resources used in a bibliography attached to your essay (APA style).

On November 21st, your group will make a short training presentation (25-30 minutes) on your topic synthesizing the articles and any relevant material covered in class. Using your new expertise, be sure to give your audience a good background in your topic (including any relevant Supreme Court Cases, differences between how your topic applies to nonprofit and government agencies, Georgia state or local government laws or examples), an understanding of its importance and any advice you have for employees/organizations in dealing with this issue. Use visual aids (PowerPoint and handouts) to increase the professionalism and effectiveness of your presentations.

Each group is required to meet with the professor at least twice for feedback and guidance prior to the presentation and must submit a draft PowerPoint presentation to the instructor review/feedback at least 10 days before the assigned presentation date. In addition to the presentation, each group will write a 12-page essay (double-spaced, 12 pt. Times New Roman font, 1-inch margins) that summarizes:

- \* What did you learn about the topic that can be helpful for public/nonprofit organizations and employees? Including important lessons that should guide professional practice. Place most of your emphasis here.
- \* What didn't you learn that you wish you did? Include important unanswered questions, weaknesses, or areas unaddressed by the articles you read.
- \* How might the concepts, theories, and readings discussed in class apply to your topic?

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### **Presentation of course projects**

The presentations give you the chance to present your projects, share your findings, and receive constructive feedback from your peers.

These public HRM presentations should not be longer than 30 minutes (**maximum**) with slides (PowerPoint or L<sup>A</sup>T<sub>E</sub>X (PDF)).

**Deadline & Submission:** November 21 (in class)

**Formal requirements:** 25-30 minutes presentation with slides

#### **What should be included:**

- Which HRM topic did you choose and why?
- What organization are you focusing on and what do we need to know about that organization?

- What should we know about the topic? Even if we covered it in class, provide a review for your peers.
- What are the actions and indicators your training proposes? How feasible are they for your organization?
- What hurdles do you anticipate in the implementation stage?
- Which ethical and equity considerations are relevant to your training?
- What were the primary sources of information that you relied on in crafting this training?
- How have your proposed actions fared elsewhere (i.e., are they tested or untested)?

### **Term paper**

The deadline for the term paper is **December 12 by Noon**

You will submit the final draft of this paper through Folio. For the purpose of consistency, please use the [APA citation guidelines](#).

### **General requirements**

#### 1. Formal requirements

- Cover page: title of the term paper, course title, name of the instructor, date, name
- Length: 12-15 pages include only the content (*no* cover page, table of contents, references, or appendices). Submissions under 12 pages will automatically lose 25% of the possible points for this assignment
- Layout: double line spacing, font size 12, Times New Roman, page numbers (except for cover page)
- Writing style and grammar should be appropriate for a senior-level university student.
- Formatted as a PDF or .docx
- Minimum of seven external sources with in-text and end-text citations.

#### 2. Course standards

- Appropriate use and formal correctness of references (i.e., according to APA citation style)
- Independent Writing

#### 3. **Prompt**

- \* What did you learn about the topic that can be helpful for public/nonprofit organizations and employees? Including important lessons that should guide professional practice. Place most of your emphasis here.
- \* What didn't you learn that you wish you did? Include important unanswered questions, weaknesses, or areas unaddressed by the articles you read.
- \* How might the concepts, theories, and readings discussed in class apply to your topic?