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Course Description

This course is designed for Master’s students to be prepared as effective public managers to deal with workforces. This course encompasses the personnel functions of recruitment, selection, training and development, motivation and compensation, performance appraisal, affirmative action, ethics and corruption. The emphasis of this class is on improving understanding of the historical context and current conditions of public human resource management and developing skills necessary to be effective public managers. From this course, students will learn knowledge as well as insight on public human resource management. For the knowledge part, students will learn theories of public human resource management with various issues. For the insight part, students will apply theories to real world problems through case analyses.

Key Learning Objectives

- Understanding how and why civil service system developed as it did.
- Know government’s merit principles.
- Be familiar with the core aspects of public personnel management, including recruitment, selection, performance appraisal, pay and collective bargaining, representative bureaucracy, affirmative action, compensation, motivation, training and development, work life balance, legal rights and responsibility, and ethics and corruption.

Teaching Approach

This course will use a variety of learning opportunities, including lecture, discussion, individual and group exercises, case study analysis, student research and presentation, and guest speakers as available.

Course Readings

Required Readings:


*** 2013 (or 2012) edition is fine to prepare this class.
Scholarly articles and cases as assigned.

Recommended Readings:


Course Expectations

This course requires extensive readings, class preparation, and presentation. Student assessment will be based on individual case analysis (40 points), final paper (30 points), presentation (10 points), and class participation (20 points).

Individual Case Analysis (40 points): Each student is required to submit an individual case analysis paper on the date of week 8. There are three steps to finish this assignment. First, students will choose one or more public human resource management-related problems from their own workplace or their government. Second, students will frame the problems with appropriate theories. Third, students will provide solutions by applying theories to the problems. The paper should be no longer than 10 pages. More details will be announced in class.

Final Group Paper (30 points): Students organize a group (5-6 students, depending on class size) for the final project. All students in the group should have a different nationality. The final project is a comparative study of public human resource management system. Each group chooses a particular topic and compares the topic in each country and finds similarities and differences of their systems. Conclusion includes implications of the comparison and policy recommendations to improve current system in each country.

Requirements for Written Assignment: All written assignments should be clearly written and well organized. The individual case analysis is to be typed, 10 pages, double-spaced, and 12 point – Times New Roman format. The final group paper should be 15 pages (including reference) and other things are same as the individual case analysis format. All written assignments must be on time. Late submission is not acceptable. Please be careful for citation. The APA style of citation is strongly suggested (https://www.library.cornell.edu/research/citation/apa).

Your papers will be evaluated by the following criteria:

- Clear purposes or research questions
- Well organized structure
- Scope of literature review
- Effort of data collection
- Clear presentation of findings
- Contribution to the subject area
- Logical coherence
- Creativity
- Writing
- Clear reference

Final Paper Presentation (10 points): On the last day of the class, all students present their final paper. Please be on time.

Writing Source:

https://www.washingtonpost.com/blogs/answer-sheet/post/a-guide-to-writing-an-academic-
Class Participation (20 points): Class participation includes attendance and participation in class discussion. Class attendance is required. Any unexpected absence will result in a 20% reduction in the class participation grade. This means that if a student misses class five times, she/he will get zero (0) point for class participation. Absence due to medical emergency (involving yourself or your immediate family) may be allowed. In such cases, students should submit documentation such as a doctor’s note. Being 15 minutes late is considered absent from the class. Perfect attendance does not guarantee a perfect class participation grade. Students are expected to read the assigned materials and to participate in class discussion. Active participation will lead to a high score in class participation. This grade is determined at the instructor’s discretion.

Grading System: Student achievement in this class shall be evaluated on scale of 100, with scores of 60 or greater being regarded as passing. Student achievements are recorded according to the following letter grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Explanation</th>
<th>Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinguished</td>
<td>4.0</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>Very Good</td>
<td>3.75</td>
<td>90-95</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.5</td>
<td>80-89</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>3.0</td>
<td>70-79</td>
</tr>
<tr>
<td>B-</td>
<td>Satisfactory Low</td>
<td>2.5</td>
<td>66-69</td>
</tr>
<tr>
<td>C</td>
<td>Poor</td>
<td>2.0</td>
<td>60-65</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.0</td>
<td>Less than 60</td>
</tr>
</tbody>
</table>

Claims for Grading: If students think their grading is not fair, submit a one-page claim report to the instructor. The appeal must be given along with original paper, assignments, and/or exams to the instructor no later than 24 hours after the grade is released. The instructor may re-check their grading based on the submitted report. However, this does not guarantee a change. Other than this, the decision will be final.

Class Policies

Attendance: Required. See ‘class participation’ above for more details.

Disabilities: Students with any form of disabilities should notify the instructor by the second week of the class so that the instructor can make reasonable accommodations.

Syllabus: This syllabus is tentative. The instructor reserves the right to modify any parts of the plan as necessary. Students will be notified of any such change.

Claims for Grading: If students think their grading is no fair, submit a one-page claim report to the instructor. The instructor may re-check their grading based on the submitted report. However, this does not guarantee a change. Other than this, the decision will be final.

Academic Honesty: Academic honesty is taken very seriously in this course. Students are required to be aware of the University’s Academic Honesty Policy. All students are
responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe, and ignorance is not an acceptable defense. Each student is responsible for understanding these standards before performing any academic work.

Students should avoid academic dishonesty and misconduct including plagiarism, fabrication, and cheating. The penalty for violation ranges from immediate F for the class and up to expulsion from the university. Please visit http://www.ium.ac.jp/ir-info/cheating-policy/ and check official definition of plagiarism and cheating.

Class Etiquette: Electronic devices are not allowed in the class. Cell phone ringers should be turned off. Only those who sit in the front row are allowed to use their laptop, and only for taking notes and reading course materials. To encourage discussion, recorders are not permitted in the classroom. Reading the newspaper, talking during lectures, leaving class early, text messaging, emailing, and non-class-related web surfing are prohibited in class. Please arrive on time.

Course Outline and Session Schedule

Week 1: Class Introduction and Overview of Public Human Resource Management

Required Readings

Berman et al. (2015). Chapter 1: The Public Service Heritage: Context, Continuity, and Change

Suggested Readings


Week 2: Recruitment & Selection (Merit System vs. Spoils System)

Required Readings


Suggested Readings


Case Analysis 1: Recruitment and Selection

**Week 3: Representative Bureaucracy / Affirmative Action**

Required Readings


Suggested Readings


Case Analysis 2: High court backs firefighters reverse discrimination suit from CNN News

**Week 4: Compensation / Employee Engagement**

Required Readings


Berman et al. (2015) Chapter 6: Employee Engagement: Possible, Probable, or Impossible


Suggested Readings


Case Analysis 4: Compensation: Paying the Tucson Police

**Week 5: Appraising Employee Performance**

Required Readings


Suggested Readings


Case Analysis 5: Performance Evaluation: To Protect and to Serve

**Week 6: Training & Development**

Required Readings


Case Analysis 6: Employee Development and Training: Fearless Freddy Fuego

**Week 7: Work Life Balance**

Required Readings


Suggested Readings


Case Analysis 7: Work-Life Balance

Attendance Management: What’s a Single Mom to Do?

Week 8: Employee Turnover, Absenteeism, & Brain Drain


Case Analysis
Week 9: Legal Rights and Responsibility

Required Readings


Case Analysis 8: Hatch Act and Partisan Practices

Week 10: Ethics and Corruption

Required Readings


Suggested Readings


Case Analysis 9: 1) Sexual Orientation in Law Enforcement 2) What can the young police office does?

**Week 11: Final Paper Group Presentation**