

International University of Japan
Graduate School of International Relations
Public Management and Policy Analysis Program

ADC 5012 Public Human Resource Management
Winter 2017

Schedule & Classroom:

Instructor: Yongjin Chang

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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:

Berman, Evan M., Bowman, James S., West, Jonathan P. & Van Wart, Montgomery (2015). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. Thousand Oaks, CA: Sage Publications.

***** 2013 (or 2012) edition is fine to prepare this class.**

Scholarly articles and cases as assigned.

Recommended Readings:

Articles from *Public Administration Review*, *Journal of Public Administration Research and Theory*, *American Review of Public Administration*, *Review of Public Personnel Administration*, *Public Personnel Management*, *Human Resource Management*, *International Human Resource Management*, *Industrial and Labor Relations Review*, *Administration and Society*, *International Public Management Journal*, *Journal of Public Policy Analysis and Management*.

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 | - Contribution to the subject area |
| - Well organized structure | - Logical coherence |
| - Scope of literature review | - Creativity |
| - Effort of data collection | - Writing |
| - Clear presentation of findings | - 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->

paper/2012/01/18/gIQAjGCTCQ_blog.html?postshare=9261450486110056&tid=ss_fb

<http://auwritingcenter.blogspot.jp/p/article-index.html>

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page350378>

<https://owl.english.purdue.edu/owl/resource/658/01/>

<https://writing.wisc.edu/Handbook/PlanResearchPaper.html>

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:

| Grade | Explanation | Points | Score |
|-------|------------------|--------|--------------|
| A | Distinguished | 4.0 | 96-100 |
| A- | Very Good | 3.75 | 90-95 |
| B+ | Good | 3.5 | 80-89 |
| B | Satisfactory | 3.0 | 70-79 |
| B- | Satisfactory Low | 2.5 | 66-69 |
| C | Poor | 2.0 | 60-65 |
| F | Failure | 0.0 | Less than 60 |

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.ij.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

Ingraham P. W. & Rubaii-Barret, N. (2007). Human Resource Management as a Core Dimension of Public Administration.

Llorens, J. J. & Battaglio, P. P. Jr. (2010). Human Resources Management in Changing World: Reassessing Public Human Resources Management Education. *Review of Public Personnel Administration*, 30(1), 112-132.

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

Required Readings

Rosenbloom, D. & Kravchuk, R. S. (2005). Historical Background in Public Administration: Understanding Management, Politics, and Law in the Public Sector, pp. 202-211.

Berman et al. (2015). Chapter 3: Recruitment: From Passive Posting to Head-hunting & Chapter 4: Selection: From Civil Service Commissions to Decentralized Decision Making.

Lewis, G. B. & Frank, S. A. (2002). Who Wants to Work for the Government?. *Public Administration Review*, 62(4), 395-404.

Suggested Readings

Ban, Carolyn, Drahnak-Faller, Alexis, & Towers, M. (2003). Human Resource Challenges in Human Service and Community Development Organizations: Recruitment and Retention of Professional Staff. *Review of Public Personnel Administration*, 23(2), 133-153.

Riccucci, Norma M. & Riccardelli, M. (2014). The Use of Written Exams in Policy and Fire Departments: Implications for Social Diversity. *Review of Public Personnel Administration*, 0734371X14540689.

Case Analysis 1: Recruitment and Selection

Week 3: Representative Bureaucracy / Affirmative Action

Required Readings

Bailey, M. (2004). Review: Representative Bureaucracy: Understanding Its Past to Address Its Future. *Public Administration Review*, 64(2), 246-249.

Riccucci, Norma M. & Meyers, Marcia K. (2004). Linking Passive and Active Representation: The Case of Frontline Workers in Welfare Agencies. *Journal of Public Administration Research and Theory*, 14(4), 585-597.

Lim, Hong-Hai (2006). Representative Bureaucracy: Rethinking Substantive Effects and Active Representation. *Public Administration Review*, 66(2), 193-204.

Kennedy, B. A. (2013). Sorting Through: The Role of Representation in Bureaucracy. *Journal of Public Administration Research and Theory*, 23(4), 791-816.

Suggested Readings

Park, Sanghee (2012). Does Gender matter? The Effect of Gender Representation of Public Bureaucracy on Governmental Performance. *American Review of Public Administration*, 43(2), 221-242.

Smith, A. E. & Monaghan, K. R. (2013). Some Ceilings Have More Cracks: Representative Bureaucracy in Federal Regulatory Agencies. *American Review of Public Administration*, 43(1), 50-71.

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 7: Compensation: Vital, Visible, Vicious

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

Perry, James L., Engbers, Trent A., Jun, So Yun (2009). Back to the Future? Performance-Related Pay, Empirical Research, and the Perils of Persistence. *Public Administration Review*, 69(1), 39-51.

Suggested Readings

Frank, S. A. & Lewis, G. B. (2004). Government Employees Working Hard or Hardly Working?. *The American Review of Public Administration*, 34(1), 36-51.

Keefe, Jeffrey (2012). Are Public Employees Overpaid?. *Labor Studies Journal*, 37(1), 104-126.

Belle, Nicola (2015). Performance-Related Pay and the Crowding Out of Motivation in the Public Sector: A Randomized Field Experiment. *Public Administration Review*, 75(2), 230-241.

Kearney, Richard (2003). The Determinants of State Employee Compensation. *Review of Public Personnel Administration*, 23(4), 305-322.

Case Analysis 4: Compensation: Paying the Tucson Police

Week 5: Appraising Employee Performance

Required Readings

Berman et al (2015). Chapter 10: Appraisal: A Process in Search of a Technique

Reinke, S. J. (2003). Does the Form Really Matter? Leadership, Trust, and Acceptance of the Performance Appraisal Process. *Review of Public Personnel Administration*, 23(1), 23-37.

Bawole, J. N., Hossain, F., Domfeh, K. A., Bukari, H. Z., & Sanyare, F. (2013). Performance Appraisal or Praising Performance? The Culture Rhetoric in Performance Management in Ghana Civil Service. *International Journal of Public Administration*, 36 (13), 953-962.

Bellé, N. (2015). Performance -Related Pay and the Crowding Out of Motivation in the Public Sector: A Randomized Field Experiment. *Public Administration Review*, 75(2), 230-241.

Suggested Readings

Ekpe, A. N., Daniel, E. E., Ekpe, M. A. (2013). Analysis of Performance Appraisal System of the Nigerian Public Sector Organizations. *Journal of Humanities and Social Science*, 18(3), 49-54.

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

Week 6: Training & Development

Required Readings

Berman et al (2015). Chapter 9: Training, Learning, Development: Exploring New Frontiers

Kim, Y. H., Ong, M., & Chung, J. H. (2014). Enhancing Training Motivation in the Public Sector in South Korea: the Value of a Contingency Approach. *Asia Pacific Journal of Public Administration*, 36(4), 301-312.

Chatzimouratidis, A., Theotokas, L., & Lagoudis, L N. (2011). Decision Support Systems for Human Resource Training and Development. *The International Journal of Human Resource Management*, 23(4), 662-693.

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

Week 7: Work Life Balance

Required Readings

Berman et al. (2015). Chapter 8: Employee-Friendly Policies: Fashionable, Flexible, and Fickle

Den Dulk, Laura & Groeneveld, Sandra (2012). Work-Life Balance Support in the Public Sector in Europe. *Review of Public Personnel Administration*, 33(4), 384-405.

Darcy, C., McCarthy, A., Hill, J. & Grady, G. (2012). Work-life Balance: One Size Fits All? An Exploratory Analysis of the Differential Effects of Career Stage. *European Management Journal*, 30, 111-120.

Kim, J. & Wiggins, M. E. (2011). Family-Friendly Human Resource Policy: Is It Still Working in the Public Sector?. *Public Administration Review*, 71(5), 728-739.

Suggested Readings

McCarthy, A., Darcy, C., & Grady, G. (2009). Work-life Balance Policy and Practice: Understanding Line Manager Attitudes and Behaviors. *Human Resource Management Review*, 20, 158-167.

Chandra, V. (2012). Work-Life Balance: Eastern and Western Perspectives. *The International Journal of Human Resource Management*, 23(5), 1040-1056.

Yadav, R. K. & Dabhade, N. (2014). Work Life Balance and Job Satisfaction among the Working Women of Banking and Education Sector – A Comparative Study. *International Letters of Social and Humanistic Sciences*, 10, 181-201.

Takahashi, M., Kamano, S., Matsuda, T., Onode, S., & Yoshizumi, K. (2013). Worklife balance in Japan: new policies, old practices. *Worklife Balance: The Agency and Capabilities Gap*, 92.

Case Analysis 7: Work-Life Balance

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

Week 8: Employee Turnover, Absenteeism, & Brain Drain

Ryu, Sangyub, and Young-joo Lee. 2013. Examining the role of management in turnover: A contingency approach. *Public Performance and Management Review* 37(1): 134-53.

Bertelli, A. M. (2007). Determinants of bureaucratic turnover intention: Evidence from the Department of the Treasury. *Journal of Public Administration Research and Theory*, 17(2), 235-258.

Meier, K. J., & Hicklin, A. (2008). Employee turnover and organizational performance: Testing a hypothesis from classical public administration. *Journal of Public Administration Research and Theory*, 18(4), 573-590.

Grindle, M. S., & Hilderbrand, M. E. (1995). Building sustainable capacity in the public sector: what can be done?. *Public Administration & Development (1986-1998)*, 15(5), 441.

Jałowiecki, B., & Gorzelak, G. J. (2004). Brain drain, brain gain, and mobility: Theories and prospective methods. *Higher Education in Europe*, 29(3), 299-308.

Kannappan, S. (1968). Brain Drain and Developing Countries, The. *Int'l Lab. Rev.*, 98, 1-26.

Case Analysis

Week 9: Legal Rights and Responsibility

Required Readings

Berman et al. (2015). Chapter 2: Legal Rights and Responsibility: Law Governing the Workplace

Rosenbloom, D. (2003). *Administrative Law for Public Managers*. Boulder, CO: West View.

Norton, H. (2009). Constraining Public Employee Speech: Government's Control of Its Workers' Speech to Protect Its Own Expression. *Duke Law Journal*, 59(1), 1-68.

Case Analysis 8: Hatch Act and Partisan Practices

Week 10: Ethics and Corruption

Required Readings

Cooper, T. L. (2004). Big Questions in Administrative Ethics: A Need for Focused, Collaborative Effort. *Public Administration Review*, 64(4), 395-407.

Trevino, L. K. (1986). Ethical Decision making in Organizations: A Person-Situation Interactionist Model. *The Academy of Management Review*, 11(3), 601-617.

Hassan, S., Wright, B. E., & Yukl, G. (2014). Does Ethical Leadership Matter in Government? Effects on Organizational Commitment, Absenteeism, and Willingness to Report Ethical Problems. *Public Administration Review*, 74(3), 333-343.

Hart, D. K. (1984). The Virtuous Citizen, the Honorable Bureaucrat, and "Public" Administration. *Public Administration Review*, 44(Special Issue), 111-120.

Bowman, J. S. & Knox, C. C. (2008). Ethics in Government: No Matter How Long and Dark the Night. *Public Administration Review*, 68(4), 627-639.

Suggested Readings

Brewer, B., Leung, J. Y. H., & Scott, I. (2014). Values in Perspective: Administrative Ethics and the Hong Kong Public Servant Revisited. *Administration & Society*, 46(8), 908-928.

der Wal, Zeger Van (2014). Elite Ethics: Comparing Public Values Prioritization Between Administrative Elites and Political Elites. *International Journal of Public Administration*, 37, 1030-1043.

Werner, S. B. (1983). New Directions in the Study of Administrative Corruption. *Public Administration Review*, 43(2), 146-154.

O'Fallon, M. J. & Butterfield, K. D. (2005). A Review of the Empirical Ethical Decision-Making Literature: 1996-2003. *Journal of Business Ethics*, 59 (4), 375-412.

Craft, J. L. (2013). A Review of the Empirical Ethical Decision-making Literature: 2004-2011. *Journal of Business Ethics*, 117(2), 221-259.

Quah, J. S. (2013). Curbing Corruption in the Philippines: Is This an Impossible Dream?. *Philippines Journal of Public Administration*, 54(1-2), 1-43.

Scott, I. (2013). Institutional Design and Corruption Prevention in Hong Kong, *Journal of Contemporary China*, 22(79), 77-92.

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

Week 11: Final Paper Group Presentation