Human Resources Management Systems
In Public and Nonprofit Organizations

PMAP 4211
Fall 2016

Professor: Maxine Fuller
Office Phone: 404-822-6508
Email: mfuller@gsu.edu
Office Hours: By Appointment Only

Class Meetings: Thursdays, 7:15 p.m. – 9:45 p.m.
Class Location: Aderhold Learning Center, Room 224

Note: Students are responsible for reading and utilizing the syllabus to gain understanding of the requirements of the course, determine how grades are calculated and to keep up with reading assignments and the class schedule.

COURSE DESCRIPTION
This course provides an introduction to human resource management in public and nonprofit organizations. The course focuses on many of the human capital issues and challenges facing today’s leaders, managers, and human resource professionals in these 2 sectors. Topics covered include but are not limited to the recruitment, selection, motivation, rewarding, training, and retention of staff, equal employment opportunity, diversity, and employee productivity and job satisfaction in public and non-profit organizations. Effective policies and best practices in the effective management of the changing workforce in the United States will be emphasized. Students will have an opportunity to explore selected topics in public and non-profit human resource management in depth.

LEARNING OUTCOMES
Upon completion of this course, students will be able to:

1. Identify the types of organizations that make up the public and nonprofit sectors and discuss the human resources management challenges they face.

2. Explain why a nonprofit or public organization’s ability to manage its human resources strategically is critical to its current and future success.

3. Identify and analyze current trends that impact the effective design and delivery of human resource management systems, programs, procedures and policies.
4. Describe the fundamental purposes of various human resource management practices in public and nonprofit organizations, and the core methods and functions used to achieve their goals.

5. Identify and discuss the general frameworks used to effectively design, implement, and evaluate human resource systems in public and nonprofit organizations.

6. Show a basic understanding of the Federal laws and legislations that govern HRM practices and procedures in nonprofit and public organizations.

7. Use the information, data, and resources acquired in the class to research and analyze the HRM strategies and practices of local, state and national nonprofit or public organizations.

COURSE REQUIREMENTS

Students are expected to complete all course requirements, attend class prepared to participate in discussion and submit all assignments on time.

Description of Course Requirements:

Below is a more detail description of the course requirements. Any questions about course requirements should be brought to the attention of the course professor.

Reading Assignments

Each week there is an assigned reading from the textbook or other resource. While all assigned reading topics may not be covered in class, they will be the topics on tests. Active participation in related assignments and in-class group work is essential for a passing grade in the course.

Class Participation

Each student should read all assignments and be prepared for class discussions. Students will be called upon randomly during discussions.

Tests (3)

The test will cover assigned readings, team and guests presentations, and class discussions and activities. Tests will consist of multiple choice and fill in the blank questions. Prior to each test, students will be made aware of the topics/chapters that will be covered. Students are expected to be present and take all tests. If students are not present they will receive a grade of “0” of an “F.” In addition to the three tests, pop quizzes may be given from time to time and at the discretion of the professor. Make up
tests are given ONLY if the student has a written excuse from a practicing physician and on the doctor’s letterhead.

HRM Research Report

Students will work in teams to research and prepare a report about the human resources management system’s structure, practices and policies of a local, state or national public or nonprofit organization. The selected organization must have a human resources department or a designated employee responsible for the function in the selected organization. Research for the report includes collecting data and information about the organization via the Internet, personal interviews, news reports, professional journals, and other credible sources.

Even though the research project is a team assignment, students will receive an individual grade for the written report. Therefore, each team member should put their name on the section(s) of the research report they were responsible for writing. The report should be written in 12 point font, double-spaced, and should be 8-10 pages long.

Grammar, spelling and the organization/flow of the paper will be considered in the student’s overall grade for the research report. The HRM research report is due on the same date and time as the oral presentation.

The research report should answer/address the following questions about the selected organization’s human resources management system:

1. What is the name and mission of the public or nonprofit organization, and who do they serve?

2. How many employees does the organization have and how is the organization structured (provide an organization chart)?

3. Which department or person(s) is responsible for the human resources management function at the selected organization?

4. Who does the head of the HRM department or function report to in the organization?

5. How is the human resources management department or function structured, i.e., how many people work in the department; who reports to whom in the department; what is the educational background and work experience of the HRM employees, and how long have they been with the organization and in the department?

6. Which HRM tasks is the department or person responsible for providing for the organization, i.e., strategic planning; recruitment, hiring, and retention; training and development; compensation and benefits; managing diversity; compliance with legal policies and procedures; safety; performance management; labor relations, and volunteer management.

7. Which HRM-related trends and/or challenges are having the most impact on the organization, such Baby Boomer Retiring, Changes in Employment Legislation,
Domestic and Global Safety and Security, Fluctuating Economy, Generational Issues, Complexity of Legal Compliance, Increasing Use of Technology, Rising Health Care Costs, Managing Virtual Employees, Need for Continuous Learning, and Outsourcing? How is the HRM department, person, or organization addressing the trends and/or challenges?

8. Does the organization contract out any of the HRM roles/responsibilities? If so, which responsibilities do they contract out and why?

9. What do you think is the overall impact of the organization’s human resources management system on its employees, leaders, customers, funders, and volunteers?

10. What recommendations would your team make to the organization about changing its HRM system? Support your recommendations with data and information from the textbook, class discussions, guest speaker, or other credible resources.

**HRM Research Presentation**

Each HRM Research Team will be responsible for preparing an oral presentation of their research report. All students are required to participate in the team's oral research presentation. Students will receive an individual grade for the research presentation.

Team members will be rated on the following criteria for the oral presentation. Each element of the criteria is worth between 10 and 20 points. It is possible for each person to earn 100 points for his or her oral presentation.

Grades for the presentation will be calculated using the following criteria:

1. **Organization (10 Points)**
   
   The presentation is clear, logical and well organized. The listeners can follow the presentation easily without being confused.

2. **Style (10 Points)**
   
   The presentation is appropriate for the audience and is paced for clear understanding of the topic. The presenters do not read directly from the paper, slides, etc. The presenter speaks at a vocal level that is clearly heard by the audience.

3. **Communication Aids (20 Points)**
   
   Communications aids are used to enhance the oral presentation, such as slides, posters, handouts, websites, videos, etc. The font size of the visual aids is large enough to be easily seen by the audience, and the appropriate amount of material is on each slide and/or handout.

4. **Depth of Content (20 Points)**
Presenter provides accurate and complete explanation of key concepts, terms, and theories to allow the audience to gain insight about the topic.

5. **Content Accuracy (20 Points)**

The presenter provides information that is consistently accurate about the topic.

6. **Use of Language and Grammar (10 Points)**

Presenter uses complete sentences that are grammatically correct and flow logically.

7. **Response to Audience Questions (10 Points)**

The presenter answers the professor’s and students’ questions accurately and shows a depth of knowledge about the topic.

**Final Exam**

The final exam will consist of questions about the material cover in the class. The exam will consist of several types of questions, i.e., multiple choice, fill in the blank, and narrative. The exam will be given in class and all students are required to take the test. **All students are expected to be present for the test because no make-up exams will be administered.**

**Final Grade:**

Your final grade will be based on the following:

| Class Participation - Completion and discussion of assigned weekly readings and activities |
| Tests from class readings, discussions, and activities (3) |
| Research Reports and Presentations (Teams) |
| Pop Quizzes |
| Final Exam |

**Grade Calculations:**

Grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
</tr>
</tbody>
</table>
A-  90-92  
B+  87-89  
B   83-86  
B-  80-82  
C+  77-79  
C   73-76  
C-  70-72  
D   60-69  
F   0 - 59  

Required Texts:


Attendance Policy:

Attendance at every class session is expected because participation will be considered as a part of the student’s final grade. Being absent does not allow students to participate in class discussions and, consequently, will be reflected in the final grades.

Participation Policy:

This course relies on student participation to function properly. Students will be expected to respond randomly (throughout each class) to questions about assigned readings, team presentations, case study reports, and in-class exercises. Class participation will be considered in students’ final grade.

Policy on cell phones/laptops:

Unless required for class discussions/activities, students are not permitted to use computers, laptops, IPods, or cell phones during class.

Academic Honesty:

Students are reminded of the University Policy on Academic Honesty, found in section 409 of the Faculty Handbook: [http://www2.gsu.edu/~wwwfhb/fhb.html]. Use of uncited material copied directly from any source, including the Internet, will result in a significant grade reduction, and a failing grade on the assignment. Repeat offenses are grounds for failure of the course.
Late Assignments and Make up Examination Policy:

Each day (24 hours) your assignment is late your grade will drop one letter grade (ex. If you were going to get an A- on an assignment, turning it in one day late will earn you a B-). **No makeup projects, tests or examinations will be considered without a written doctor’s excuse for the absence!!!**

Students with Disabilities:

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed accommodation plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Please notify the Disabled Student Services Office and the instructor within the first two weeks of class in order to develop alternative arrangements. All information and documentation of the disability will be confidential.

Course Evaluations:

Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation form.

Class Withdrawal:

Students wishing to withdraw from the course must officially withdraw prior to the mid-point date of the semester as established by the University in order to avoid being given a grade of WF.

Career Services & Student Life Office

The Andrew Young School (AYS) provides career support and leadership development services to all current AYS students and alumni. Career Services can help students with resume writing, interviewing, job searching, internship development, and networking. For more information about these services go to: [http://aysps.gsu.edu/career/6455.html](http://aysps.gsu.edu/career/6455.html). Or visit the career services office on the ground floor of the Andrew Young Building, in room G47-51.

HRM RESOURCES

Society for Human Resource Management [www.shrm.org](http://www.shrm.org)

National HR Association – [www.humanresources.org](http://www.humanresources.org)

International Public Management Association for Human Resources – [www.IPMA-HR.org](http://www.IPMA-HR.org)
CLASS SCHEDULE AND AGENDA

The class schedule and agenda on the following page outlines the topics, activities and reading assignments for each week’s class. It is very important that you are familiar with this schedule and agenda, to ensure that you know the weekly reading assignments, class activities, tests dates, and research reports/presentations deadlines.

This syllabus, class schedule and agenda provide a general plan for the class and changes may be made as necessary. You will be notified of changes to the syllabus in class or via email.
# Class Schedule and Agenda

<table>
<thead>
<tr>
<th>WEEK</th>
<th>AGENDA</th>
<th>READING ASSIGNMENTS</th>
</tr>
</thead>
</table>
| AUG. 25 | • **Introduction to the Course:**  
  1. Student and faculty introductions and motivations  
  2. Review of the class syllabus and schedule  
  3. Classroom ground rules and expectations  
  4. Quest Speakers  
  
  • **HRM Research Project:**  
  1. HRM Research Report  
  2. Research Report Presentation  
  3. Research Team Selection, Sign-Up and Meetings  
  
  • **Next Week’s Assignments:**  
  1. Read Chapter One – Pages 3-33  
  2. Answer Chapter Questions – Page 35 | Course Syllabus (iCollege)                              |
| SEPT. 1 | • **Overview of HRM in Public and Nonprofit Systems Lecture**  
  1. Roles and Responsibilities of HRM  
  2. Public Organizations  
  3. Civil Service and Merit Systems  
  4. Nonprofit Organizations  
  5. Challenges Facing HRM  
  
  • **Class Activities**  
  1. Discuss Chapter Questions - Page 35  
  
  • **HRM Research Project Team Meeting**  
  1. Sign Up for a Research Team  
  2. Meet With Team Members  
    a. Identify public or nonprofit organization to research  
    b. Develop research plan | Chapter One: Introduction to HRM in the Public and Nonprofit Sectors (HRM for Public and Nonprofit Organizations Textbook, (Pages 3 - 35) |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>AGENDA</th>
<th>READING ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>c. Assign team members roles/responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Next Week’s Assignments</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Read Chapter Two–Pages 37-63</td>
<td>Chapter Two: Strategic Human Resources Management and Planning, (Pages 37 – 65)</td>
</tr>
<tr>
<td></td>
<td>2. Answer Chapter Questions - Pages 64-65</td>
<td></td>
</tr>
<tr>
<td>SEPT. 8</td>
<td><strong>Strategic HRM Planning Lecture</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Changing Role of HRM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Steps in HRM Planning Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Forecasting Supply and Demand</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Why SHRM is Critical</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Class Activities</strong></td>
<td>Chapter Three: Federal Equal Employment Opportunity Laws and Other Employee Protections (Pages 69 – 109)</td>
</tr>
<tr>
<td></td>
<td>1. Exercise 2.1 – Page 64</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Exercise 2.2 – Page 65</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Research Project Team Meeting</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Review Team Progress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Outline Next Steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Next Week’s Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>SEPT. 15</td>
<td><strong>Federal EEO Laws Lecture</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Federal EEO Laws and Implications</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. EEO and Affirmative Action</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Religious Exemption</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Disparate Treatment and Its Impact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Constitutional Protections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Employment at Will</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Class Activities</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Discuss Chapter Questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Review for Test One</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Next Week’s Assignments</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Read Chapter 4 – Pages 111 – 134</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. <strong>Study for Test One (Chapters 1-3)</strong></td>
<td></td>
</tr>
<tr>
<td>SEPT. 22</td>
<td><strong>Managing a Diverse Workforce Lecture</strong></td>
<td>Chapter Four: Managing a Diverse Workforce (Pages 111 – 134)</td>
</tr>
<tr>
<td></td>
<td>1. Importance of Diversity to SHRM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Less Obvious Differences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Sexual Harassment</td>
<td></td>
</tr>
<tr>
<td>WEEK</td>
<td>AGENDA</td>
<td>READING ASSIGNMENTS</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
|      | 4. Failure of Some Diversity Efforts  
5. Cultural Competence  
**Class Activities**  
1. Discuss Chapter Questions - Page 134  
2. **Test One**  
**Next Week’s Assignments**  
1. Read Chapter Five: Pgs. 137-169  
2. Answer Chapter Questions: Pg. 172 | Chapter Five: Methods and Functions of SHRM - Job Analysis (Pages 137-169) |
| SEPT. 29 | **Methods and Functions of SHRM: Job Analysis Lecture**  
1. Importance and Definition of Job Analysis  
2. Purposes and Uses of Job Analysis  
3. Job Analysis Methods  
4. Performing Job Analysis  
**Class Activities**  
1. Return and Review Test One  
2. Chapter Five – Pages 137 – 169  
3. Discuss Chapter Questions – Page 172  
**Next Week’s Assignments**  
1. Read Chapter Six: Pages 175 – 205  
2. Answer Chapter Questions: Page 208 |  |
| OCT. 6 | **Recruiting and Selecting Employees Lecture**  
1. Importance to Strategic HRM  
2. Recruitment Techniques  
3. Use of Technology and Test  
4. Legal Concerns  
**Class Activities**  
1. Discuss Chapter Questions – Page 208  
**Next Week’s Assignments**  
1. Read Chapter Seven: Pages 211-241 | Chapter Six: Recruitment and Selection (Pages 175 – 209) |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>AGENDA</th>
<th>READING ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Answer Chapter Questions – Page 244</td>
<td>Chapter Seven: Compensation (Pages 211 – 244)</td>
</tr>
</tbody>
</table>
| OCT. 13 | • **Compensation in Public and Nonprofit Organizations Lecture**  
1. Importance of Compensation  
2. Pay System Theories  
3. Pay Equity  
4. Role of Labor Markets  
5. Compensation Factors and Job Evaluation  
• **Class Activities**  
1. Discuss Chapter Questions – Page 244  
2. Review for Test Two (Chapters 4–7)  
• **Next Week’s Assignments**  
1. Read Chapter Eight – Pages 247 – 270  
2. **Study for Test Two (Chapters 4-7)** |          |
|       |       |          |
| OCT. 20 | • **Employee Benefits Lecture**  
1. Importance of Benefits to HRM  
2. Components of Benefits  
3. Required and Discretionary Benefits  
4. Quality of Life Strategies  
• **Class Activities**  
1. **Test Two (Chapters 4-7)**  
• **Next Week’s Assignments**  
1. Read Chapter Nine – Pages 275 – 297  
2. Review Exercise 9.2 – Page 299  
3. Answer Chapter Questions – Page 300 | Chapter Eight: Benefits (Pages 247 – 273) |
| OCT. 27 | • **Training and Career Development Lecture**  
1. Definition of Training and Its Importance  
2. Define SHRM Approach to Career Development  
3. Training Delivery and Evaluation Methods | Chapter Nine: Training and Career Development (Pages 275 – 301) |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>AGENDA</th>
<th>READING ASSIGNMENTS</th>
</tr>
</thead>
</table>
|      | 4. HR's Role in Training and Career Development  
5. Integration of Career Development with Other HR Programs  
**Class Activities**  
1. Return and Review Test Two  
2. Discuss Chapter Questions – Page 300  
**Next Week’s Assignments**  
1. Read Chapter Ten (Pgs. 303 – 337)  
2. Answer Chapter Questions – Page 337 | |
|      | **Performance Management Lecture**  
1. Importance of Performance Management Systems  
2. Relationship of Motivation and Performance Management  
3. Uses of Performance Evaluation  
4. Types of Evaluation Instruments  
5. Sources of Rater Errors  
6. Issues Associated with Performance Evaluation  
**Class Activities/Discussion**  
1. Discuss Chapter Questions – Page 337  
2. Review for Test 3 (Chapters 8-10)  
**Next Week’s Assignments**  
1. Read Chapter Twelve – Pages 377 – 402  
2. Study for Test 3 | Chapter Ten: Performance Management (Pages 303 – 337) |
| NOV. 10 | **Volunteers in Public and Nonprofit Organizations Lecture**  
1. Importance of Volunteers to SHRM  
2. How Volunteers Help Public and Nonprofit Organizations  
3. Volunteer Recruitment Methods  
4. The Role of Governing Boards  
**Class Activities/Presentations**  
1. Test Three (Chapters 8-10) | Chapter Twelve: Volunteers (Pages 377 – 407) |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>AGENDA</th>
<th>READING ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Review Guidelines for Research Reports and Presentations</td>
<td></td>
</tr>
</tbody>
</table>
|       | **Next Week’s Assignments**  
|       | 1. Prepare for Research Report Presentations |         |
|       | **Next Week’s Assignments**  
| NOV. 17 | Research Report Team Presentations  
|       |   - Return and Review Test 3  
|       |   - Research Report Teams 1, 2, 3  
|       |   - Break  
|       |   - Research Report Teams 4, 5, 6 | No Reading Assignment |
| NOV. 17 | **Next Class Assignments**  
|       | 1. Read Chapter 13 – Pgs. 409-414  
|       | 2. Answer Chapter Questions | |
| NOV. 24 | **NO CLASS** |         |
| NOV. 24 | **THANKSGIVING HOLIDAY** |         |
| DEC. 1 | **Challenges for Public and Nonprofit Organizations Lecture**  
|       | 1. Cultural and Social Changes  
|       | 2. Jobs in the Sector  
|       | 3. Changes in the Legal Environment  
|       | 4. Communications and Information Technology  
|       | 5. Funding and Financial Issues  
|       | 6. Alternative Service Delivery Programs  
|       | 7. Challenges for HRM  
|       | 8. Changes in Skill Requirements | Chapter Thirteen: Conclusion, Challenges for Public and Nonprofit Organizations (Pages 409 – 414) |
| DEC. 1 | **Class Activities**  
|       | 1. Review for Final Exam  
|       | 2. Date and Time of Final Exam |         |
| DEC. 1 | **Next Week’s Assignment**  
|       | 1. **Study for Final Exam** |         |
| DEC. 8 | **FINAL EXAM** |         |
|       | (Exam Time TBD) |         |