

Human Resource Development and Management in Public Administration  
PA 511 – Fall 2011 (**Revised 11/8**)

Instructor

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**WEB PAGE:** We will be using Blackboard for purposes of communication in this course. You have access to the Blackboard website at <http://blackboard.uic.edu>. You need to log in to access the web page for this class using your UIC net id. All relevant class information will be placed on this site including the syllabus, announcements, and information on assignments. Many of the readings will also be posted on the web site. I recommend checking the website at least once a week for announcements.

**OFFICE HOURS:** Although I am generally available in my office during work hours; it is best set up an appointment in advance. This can be done by phone or e-mail.

**GENERAL PRINCIPLES:** The civil service provides an institutional framework for human resource management in government. The civil service has long been an object of controversy. The federal civil service was created in 1883 as a consequence of the passage of the Pendleton Act. It has been the object of reform many times since including most recently with the approval and subsequent repeal of new personnel systems in the Departments of Defense and Homeland Security. We will review the history of the civil service and discuss the issues that have arisen in its regard.

A “hot topic” in human resource management is “strategic human resource management.” Strategic human resource management implies that human resource management should play a strategic role as organizations strive to achieve their missions. It also implies that HRM practices be tailored to the the organization and its mission. We will discuss some of the more recent thinking on this topic.

Public and private organizations are under great pressure to improve both efficiency and effectiveness. Theorists have suggested that one way to accomplish this is to generate a greater degree of commitment on the part of the workers. An important function of management is to motivate the workers to become more engaged with their work and to expend their discretionary energy in ways that help the organization. We will investigate different theories of what motivates individuals to work harder and better. We will also look at various management practices based on those theories and at what the data suggests as to the effectiveness of these practices. One such set of practices are those related to high commitment work systems.

We will also look at the state of knowledge on several topics that have been of recent interest in the field including; pay-for-performance and performance appraisal, non-standard work arrangements, and diversity and equal employment opportunity.

**HONESTY AND INTEGRITY:** Instances of academic dishonesty will be governed by UIC's Student Disciplinary Policy which can be found online at <http://www.uic.edu/depts/dos/studentconduct.html>.

**REQUIREMENTS:** Students are expected to do all the readings, be prepared for class and participate in discussion

The course will be run in a seminar format. Starting with Week #3, one student will be responsible for preparing a 4+ page paper summarizing and discussing that week's readings. Students will select the weeks for which they are responsible in Week #2. Each student will select two topics/weeks.

The paper should critique the readings, identify the questions/issues that are being addressed, comment on the extent to which the evidence presented answers those questions, and on the questions that remain. The paper should be distributed to other members of the class via e-mail at least twenty-four hours before the class session. The paper(s) will then serve as a point of discussion for the class session. A half point (on a ten-point scale) will be deducted from the grade for papers not posted on time.

Each week one student will serve as "respondent" on the paper(s) being presented. The role of the respondent is to comment on and raise questions about the paper.

**EVALUATION:** The grading structure is as follows:

- |                                |     |
|--------------------------------|-----|
| • Class participation          | 30% |
| • Papers (2) – Weekly readings | 30% |
| • Term Paper                   | 25% |
| • Book review                  | 15% |

**READINGS:**

The readings will be posted on the class web site.

**Adjustments to this syllabus may be made from time to time as the course evolves.**

**SCHEDULE/READINGS**

Three books will be used in this course as follows; The People Factor: Strengthening America by Investing in Public Service by Bilmes and Gould, Pay for Performance: Evaluating Performance Appraisal and Merit Pay by Milkovich & Wigdor, Work Motivation and Organizational Behavior (Second Edition) by C. Pinder. Other readings will be posted on the class web page.

- Week 1  
August 25 Introduction and Overview
- Reading: • Bilmes and Gould, Chapter 1
- Week 2  
September 1 Civil Service and Civil Service Reform I
- Readings: • Stivers & Hummel, "Personnel management: Politics, administration and a passion for anonymity"  
• Moynihan, "Protection versus flexibility: The Civil Service Reform Act, competing administrative doctrines, and the roots of contemporary public management debate"  
• Underhill & Oman, "A critical review of the sweeping federal civil service changes: The case of the Departments of Homeland Security and Defense"
- Week 3  
September 8 Civil Service and Civil Service Reform II (**Aleea Perry**)
- Readings: • Ingraham, "Building bridges over troubled waters: Merit as a guide"  
• Thompson, "The federal civil service: The demise of an institution"  
• Kellough & Selden, "The reinvention of public personnel administration: An analysis of the diffusion of personnel management reforms in the states"
- Week 4  
September 15 Strategic Human Resource Management I (**Shu Wang**)
- Readings: • Bilmes & Gould, chapters 2 & 3  
• Delery and Doty, "Modes of Theorizing in Strategic Human Resource Management"  
• McMahan, et al., "Alternative Theoretical Perspectives for Strategic Human Resource Management Revisited"
- Week 5  
September 22 No Class
- Week 6  
September 29 Strategic Human Resource Management II (**Alex DeSilva**)
- Readings: • Mesch & Perry, "Bureaucratic and strategic human resource management: An empirical comparison in the federal government."  
• Lengnick-Hall et al., "Strategic human resource management: The evolution of the field"  
• Way & Johnson, "Theorizing about the impact of strategic human resource management"

Week 7  
October 6

The Employee-Organization Relationship (**Yu Shi, Shu Wang**)

- Readings:
- Coyle-Shapiro & Shore, “The employee-organization relationship: Where do we go from here?”
  - Gruman & Saks, “Performance management and employee engagement”
  - Rousseau, “Psychological and implied contracts in organizations”

**Book review – Veronica Arreola**

Week 8  
October 13

Pay for Performance I (**Amber Dillon**)

- Readings:
- Milkovich & Wigdor, all
  - Bilmes & Gould, chapter 8

**Book review – Kyungwoo Kim**

Week 9  
October 18\*

Pay for Performance II (**Kyungwoo Kim**)

- Readings:
- Perry et al., “Back to the future? Performance-related pay, empirical research and the perils of persistence”
  - Kellough & Nigro, “Pay for performance in Georgia state government”
  - Weibel et al., “Pay for performance in the public sector: Benefits and (hidden) costs”

**Book review – Yu Shi**

Week 10  
October 27

Work Motivation I (**Marla Parker, Yu Shi**)

- Readings:
- Pinder, Chapters 1, 2, 3, & 7
  - Latham & Ernst, “Keys to motivating tomorrow's workforce”

**Book review – Alea Perry**

Week 11  
November 3

Work Motivation II (**Alea Perry, Alex DeSilva**)

- Readings:
- Pinder, Chapters 10, 11, 12, & 13
  - Wright & Grant, “Unanswered questions about public service motivation: Designing research to address key issues of emergence and effects”

**Book review – Amber Dillon**

\* Note change in date

Week 12 Diversity (**Veronica Arreola**)

November 10

- Readings:
- Harris, “Revisiting affirmative action in leveling the playing field: Who have been the true beneficiaries anyway?”
  - Pitts, “Modeling the impact of diversity management”
  - Shore et al., “Diversity in organizations: Where are we now and where are we going?”

**Book review – Shu Wang**

Week 13 Nonstandard Work Arrangements (**Veronica Arreola, Amber Dillon**)

November 17

- Readings:
- Bilmes & Gould, chapter 5
  - Mastracci & Thompson, “‘Nonstandard’ work arrangements in the public sector: Trends and issues”
  - Bernhardt et al., “Is ‘standard employment’ still what it used to be?”

**Book review – Alex DaSilva**

Week 14 No Class - Thanksgiving

November 24

Week 15 High Commitment Work Systems (**Kyungwoo Kim, Marla Parker**)

December 1

- Readings:
- Cappelli & Neumark, “Do ‘high-performance’ work practices improve establishment-level outcomes?”
  - Boxall & Macky, “Research and theory on high-performance work systems: Progressing the high-involvement stream”
  - Fernandez & Moldogaziev, “Empowering public sector employees to improve performance: Does it work?”

**Book review – Marla Parker**

Week 16 Student Presentations

December 8