



**DALHOUSIE  
UNIVERSITY**

FACULTY OF MANAGEMENT

MASTER OF PUBLIC ADMINISTRATION

CENTRE FOR EXECUTIVE AND GRADUATE EDUCATION

**MGMT 6650**

**HUMAN  
RESOURCE  
MANAGEMENT  
IN THE PUBLIC  
SECTOR**

**SYLVIA HOLZ, MPA(M)**

PREVIOUS TERM (subject to revision)

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## WELCOME

Welcome to the MPA (Management) Program. This Syllabus contains information regarding the course MGMT 6650: Human Resource Management. Throughout the MPA (M) Program, you will receive similar syllabi and/or manuals specific to each course. Though each is based on a standardized format, each contains unique information about the content and format of the course. It is, therefore, important that you read through this information carefully.

Should you have any comments or suggestions, please contact Morven Fitzgerald at (902) 494-6312 or [morven.fitzgerald@dal.ca](mailto:morven.fitzgerald@dal.ca).

## COURSE INSTRUCTOR

**SYLVIA HOLZ** is a MPA(M) graduate of the Centre of Executive and Graduate Education, at Dalhousie University. She has combined over 25 years of Human Resource Management (HRM) experience in both the public and private sectors. Sylvia has also led diverse HR initiatives throughout her career as a manager in both Operations Management and HR Management. In addition, she has designed, developed and facilitated numerous leadership management programs. Her experience is across various specialities including HR strategic planning, performance management, employment equity and diversity, succession planning, compensation, learning and development, policies and programs. She has also led different human resources continuous improvement initiatives within both the private and public sectors

## COURSE ASSISTANCE

Throughout the duration of the course, you will frequently find it necessary to contact the course instructor either by telephone or online. Please feel free to do so at any reasonable time of the day or evening. It would be helpful if prior to your interaction, you would organize your thoughts and make a list of your questions so that the discussion will be guided and on track. Be sure to clearly indicate the purpose of your e-mail message in the subject header to avoid the message being classified as SPAM. This is not a problem if you use the email through the course website.

**Email:** [SylviaHolz@dal.ca](mailto:SylviaHolz@dal.ca)

## **COURSE INTRODUCTION**

This course is a focused examination of people and organizations. Relationships and work in organizations matter to people and to organizational performance. Within the practice and study of management, the area of managing employees has come to be known as human resource management (HRM). In this course human resource management is seen to be the domain of both employees and managers. It explores human resource management as a collaborative dimension of work with a focus on Canada's public sector.

HRM as a distinct management activity is increasingly being recognized as a requirement for good governance. Moreover, as demographics change, organizations become more focused on attracting and retaining employees to form the teams, which create stable, high performing organizations. In the public sector, practices aimed at serving the public in an effective and efficient manner are an important part of realizing political demands and management reform practices taking place in government. Finally, public services in Canada are entering phases of workforce renewal and changing workforce composition. This raises recruitment, selection and retention issues as well as employee management challenges.

The course is an exploration of institutionalized relationships among people at work within the public sector. Institutional relationships are formulated within management in the study of both organizational behaviour and human resource management. The course is based on work from a variety of disciplines. It:

- Introduces the key concepts in thinking about organizations and people. These concepts are drawn from the literature on organizational behaviour;
- Explores human resources management in the public sector through literature and key initiatives currently underway in government;
- Presents literature, which investigates organizations and people at several levels of analysis and from different perspectives;
- Encourages students to explore their own experience in order to uncover institutional relationships and explore their individual behaviour within their workplace.

## **COURSE OBJECTIVES**

The overarching goal of this course is to engage professional, practical, ethical, and theoretical dimensions of people and organizations to uncover the elements of managing people in organizations. In this course, human resources management is not treated as something done by ‘personnel specialists’ but rather takes the approach that human resources involve all employees and are the practical concern of everyone in organizations.

Participation in this course will enable students to:

1. Understand and discuss the importance of strategic human resource management;
2. Explain the primary human resource functions and how they contribute to organizational effectiveness;
3. Discuss and analyze the human resource challenges faced by public sector organizations;
4. Critically examine the core human resource management functions required in a public sector organization;
5. Develop skills in designing human resource management practices appropriate for the public sector; and,
6. Demonstrate the ability to apply the concepts and practices learned in this course.

## **COURSE ORGANIZATION**

Weekly topics commence on Mondays of the scheduled week and end on Sunday at midnight.

Every Monday morning by 9 a.m. AST a weekly virtual lecture will be posted to Brightspace. Most weeks this will include a PowerPoint presentation with voice over audio. However, there may be weeks that this format is adjusted to accommodate the material and the learning objectives.

## REQUIRED READINGS

- There is no required text book for this course.
- All readings will be posted to Brightspace.

## OPTIONAL READINGS/MATERIALS

- Some modules will include optional readings, website links, videos, podcasts to assist with learning.
- Optional readings and other optional materials will be posted to Brightspace.

## BRIGHTSPACE

- All course materials are available on the Brightspace site. Please consult Brightspace for links to the required and/or optional course readings.
- Discussion postings will be accessible on the Brightspace site.
- Assignments are to be submitted through the Brightspace assignment drop box.

## REQUIREMENTS AND GRADING

GRADE ITEM	DUE DATE	GRADE
All paper topics to be approved	January 26, 2020	N/A
Research Paper Outline	February 2, 2020	5%
Research Paper	March 23, 2020	25%
All case study topics to be approved	February 2, 2020	N/A
Group Case Study Outline	February 10, 2020	5%
Group Case Study Report	April 13, 2020	25%
Group Case Study Presentation	April 14, 2020	10%
Discussion Posts	Ongoing; Sundays throughout the term	10%
Intensive Assignments and Deliverables	HFX: April 14 - 16	20%

Assignments are to be submitted through the assignment drop box on the course website (Brightspace) by 11:59 p.m. AST on the assigned due date. Late submissions will receive a 10% deduction per day, including weekends!

## **COURSE ASSIGNMENT GUIDELINES**

### **RESEARCH PAPER**

Each student is required to write an original research essay/ critical reflection paper on a specific human resource management issue that will be covered in the course.

**“All paper topics” must be approved by the instructor during (or before) Week 3, no later than January 26.**

The research paper has **two components**:

**Research paper outline:** After research topics have been approved, students will submit a research paper outline. The purpose of the outline to help students determine a research programme, the paper’s organization, an approach to the research problem, etc. Students are to complete this assignment using the Research Paper Outline Template that will be available on Brightspace. **Research paper outlines are due on February 2.**

**Research paper:** The research paper should be the result of the executed outline. The paper must be written in APA 6th edition format (<https://libraries.dal.ca/help/style-guides.html>). Papers should be approximately 10 single-spaced pages (excluding the cover page, references, appendices, diagrams, graphs, charts, etc.). **Research papers are due March 23**

### **SOME DETAILS ON THE RESEARCH PAPER:**

1. Describe a specific human resource management problem that could arise in a public service organization. This can be a personal experience, hypothetical scenario or a current issue or debate taking place within the Canadian context.
2. Identify the source and/or cause of the problem using the course materials and additional outside research about human resource management concepts.



- a. The problem must be approached using the academic literature.
  - b. A minimum of 10 scholarly sources are required. Other materials are permitted but are not considered as part of the 10 academic sources.
3. Identify the possible consequences to the organization if no changes are made.
  4. Recommend a plan of action to remedy the problem and support this plan using the course materials.

## **CASE STUDY PROJECT**

Case study reports are an excellent tool for managers to use in the workplace when briefing senior staff and other stakeholders. The purpose of this exercise is to assist students in developing those skills.

A Case study is a research method to developing a greater understanding of a problem and its possible solutions. It is a detailed examination of a unit of analysis. Case studies can investigate a person, group, organization, action/inaction, event or activity during a specific time frame and within a place/space.

Public service organizations no longer work in solos and neither do their employees. The Case Study assignment is a group assignment designed to develop collaboration, group engagement, team building and problem-solving skills. Group membership will be determined by student interest.

Groups will be provided with access to chat / live classroom etc. where members can carry out groupwork through text or audio messaging, archive your discussions and share files related to your group project.

**“All case study topics” must be approved by the instructor during (or before) Week 4, no later than February 2.**

The Case Study Assignment has three components:

**Group Case Study Assignment Outline:** After topics have been approved, students will submit a case study outline. The purpose of the outline to help students determine a research programme, the report's organization, an approach to the problem, breakdown of work responsibilities, work schedule, etc. Students are to complete this assignment using the Case Study Assignment Outline Template that will be available on Brightspace. **Case Study Assignment outlines are due on February 10.**

**Group Case Study Report:** Each group will prepare a 10-12 single-spaced page written case study report that executes the outline. The paper must be written in APA 6th edition format (<https://libraries.dal.ca/help/style-guides.html>). **Case Study Reports are due on April 13.**

**Group Case Study Presentation:** Each group will present their Case Study during one of the course intensives. The presentations are expected to be 30 minutes. A visual presentation (PowerPoint, Prezi, etc.) is required. The presentations will be followed by a 20-30 minute Q&A session where the instructor and students will ask questions relevant to the case study.

Evaluations of case study presentations will not only depend on the quality and depth of the analysis but also the quality of the responses during the Q&A.

**Case Study Presentations are due April 14.**

## **WEEKLY DISCUSSION POSTS**

Every Monday a question related to the upcoming week's required readings will be posted to Brightspace. Students will be able to respond to the weekly question beginning on Thursday morning at 9 a.m. and ending at 11:59 Sunday night.

Students are required to respond to a minimum of 10 weekly questions. Of these 10 posts, five are to be original and substantial posts that are each approximately 250-300 words. The five substantial posts are to be identified each week at the top of the post. The remaining five discussion posts are to be thoughtful and meaningful comments, feedback, observations, or relevant experiences of approximately 100-150 words on a minimum of two student posts.

To ensure a robust discussion, students should post responses to the discussion question by Thursday at midnight of the respective week. This will allow time for students to review their

peers' postings and provide engaging commentary and further discussions before the weekly lesson closes.

### **GENERAL GUIDELINES FOR APPROPRIATE DISCUSSION POSTS / PARTICIPATION**

The following are general guidelines for your participation in the weekly discussions of the course:

- Contribute original thoughts or ideas to the discussions, especially the five substantive posts.
- Bring up new and related perceptions of the issue(s) being discussed.
- Cite relevant sources to validate points made.
- Be open to divergent points of view.
- Be respectful of the perceptions of others.
- Integrate material from previous units to formulate ideas, generate discussion and build knowledge.
- Be mindful of the rules of grammar and spelling.

### **DISCUSSION POST EVALUATION CRITERIA**

Student Discussion Posts will be evaluated based on the quality, quantity and timeliness of the comments posted to the discussion board.

The quality of your comments will be evaluated based on criteria like those used in evaluating written assignments. Valuable posts are those that contribute meaningful and thoughtful comments that are central to the weekly discussion question and/or build on the comments, perspectives, or arguments made by peers. It is expected that students post comments that are original and commentaries that respond to the ideas of classmates

The quantity of your participation is determined by monitoring and recording the number of substantial discussion posts (5 required) and number of responses to peers' discussion posts (5 required that respond to at least 2 students' discussion posts).

The timeliness of your comments is determined by monitoring and recording comments posted within the week. Be mindful that posting at the end of the week does not encourage dialogue and discussion with your classmates. Habitual posting at weeks' end will result in point deductions.

Any substantial posts or responses to peers' posts that are entered after the close of the weekly lesson will not be evaluated and therefore will not be considered as part of the requirements for Discussion Posts.

## **INTENSIVE ASSIGNMENT**

There is no final examination in this course. During the intensive session you will be required to complete an assignment or series of activities, which will comprise 20% of the course grade.

More details will be provided with the intensive materials and will be available on Brightspace.

## COURSE OUTLINE/SCHEDULE

<b>MODULE 1 – THE HISTORY OF HRM</b>	
January 6 - 12	
<b>READINGS</b>	
<p>Government of Canada (2013) <i>Blueprint 2020</i>, Ottawa: Privy Council Office.  <a href="https://www.canada.ca/content/dam/pco-bcp/documents/pdfs/bp2020-eng.pdf">https://www.canada.ca/content/dam/pco-bcp/documents/pdfs/bp2020-eng.pdf</a></p> <p>Government of Canada (2014) <i>Destination 2020</i>, Ottawa: Privy Council Office.  <a href="https://www.canada.ca/content/dam/pco-bcp/documents/pdfs/Destination2020-eng.pdf">https://www.canada.ca/content/dam/pco-bcp/documents/pdfs/Destination2020-eng.pdf</a></p>	
<b>OPTIONAL READING/MATERIALS</b>	
<p>Government of Canada (2019) <i>Beyond 2020</i>, Ottawa: Privy Council Office.  <a href="https://www.canada.ca/en/privy-council/services/blueprint-2020/beyond-2020.html">https://www.canada.ca/en/privy-council/services/blueprint-2020/beyond-2020.html</a></p>	
<b>TASKS</b>	
<ul style="list-style-type: none"> <li>➤ Post by Jan. 12: Introduce yourself to the class</li> <li>➤ Review presentation on The History of HR Management</li> <li>➤ Review presentation on Influence on Public Sector HRM</li> <li>➤ Discussion 1 due Jan. 12</li> </ul>	
<b>MODULE 2 – THE STRATEGIC IMPORTANCE OF HRM</b>	
January 13 - 19	
<b>READINGS</b>	
<p>Patricia Wallace Ingraham and Nadia Rubaii (2017) “Human Resource Management as a Core Dimension of Public Administration,” in Patricia Wallace Ingraham and Nadia Rubaii (eds.) <i>Foundations of Public Management</i>, Irvine, CA: Melvin and Leigh, Publishers.</p> <p>Susan Cartwright (2011) <i>Report of the Review of The Public Service Modernization Act, 2003</i>, Ottawa: Treasury Board Secretariat. <a href="https://www.canada.ca/en/treasury-board-secretariat/services/innovation/report-review-public-service-modernization-act-2003.html">https://www.canada.ca/en/treasury-board-secretariat/services/innovation/report-review-public-service-modernization-act-2003.html</a></p>	
<b>OPTIONAL READING/MATERIALS</b>	
<p>Michael Wernick (2019) “26<sup>th</sup> Annual Report to the Prime Minister on the Public Service of Canada,” Ottawa: Privy Council Office. <a href="https://www.canada.ca/en/privy-council/corporate/clerk/publications/26-annual-report.html">https://www.canada.ca/en/privy-council/corporate/clerk/publications/26-annual-report.html</a></p> <p>OECD (2012) <i>HRM Profile – Canada</i>  <a href="https://www.oecd.org/gov/pem/OECD%20HRM%20Profile%20-%20Canada.pdf">https://www.oecd.org/gov/pem/OECD%20HRM%20Profile%20-%20Canada.pdf</a></p>	
<b>TASKS</b>	
<ul style="list-style-type: none"> <li>➤ Discussion 1 due Jan. 19</li> <li>➤ Review presentation on Strategic Importance</li> <li>➤ Groups formed by Jan. 19</li> </ul>	

<b>MODULE 3 – THE LEGAL CONTEXT OF HRM</b>	
January 20 - 26	
<b>READINGS</b>	
<p>Nan Weiner (2010) “Workplace Equity: Human Rights, Employment and Pay Equity,” in Chris Dunn (ed.), <i>The Handbook of Canadian Public Administration</i>, Don Mills, ON: Oxford, pp. 167-185.</p> <p>Delphine Nakache and Paula J Kinoshita (2010) “The Canadian Temporary Foreign Worker Program: Do Short-Term Economic Needs Prevail Over Human Rights Concerns?” <i>IRPP Study No. 5</i>. <a href="https://ssrn.com/abstract=1617255">https://ssrn.com/abstract=1617255</a></p> <p>Luc Turgeon and Alain-G Gagnon (2013) “The Representation of Ethnic and Linguistic Groups in the Federal Civil Service of Belgium and Canada,” <i>Canadian Public Administration</i>, 56(4), pp. 565-583.</p>	
<b>OPTIONAL READING/MATERIALS</b>	
<p>John Grundy and Miriam Smith (2011) “Evidence and Equity: Struggles over Federal Employment Equity Policy in Canada, 1984–95” <i>Canadian Public Administration</i>, 54(3), pp. 335-357.</p>	
<b>TASKS</b>	
<ul style="list-style-type: none"> <li>➤ Discussion 3 due Jan. 26</li> <li>➤ Review presentation on The Legal Context</li> <li>➤ Research Topic must be approved by the instructor by this week.</li> </ul>	
<b>MODULE 4 – DIVERSITY AND INCLUSIVENESS IN THE PUBLIC SERVICE</b>	
January 27 – February 2	
<b>READINGS</b>	
<p>Building a Diverse and Inclusive Public Service: Final Report of the Joint Union/Management Task Force on Diversity and Inclusion. <a href="https://www.canada.ca/en/treasury-board-secretariat/corporate/reports/building-diverse-inclusive-public-service-final-report-joint-union-management-task-force-diversity-inclusion.html">https://www.canada.ca/en/treasury-board-secretariat/corporate/reports/building-diverse-inclusive-public-service-final-report-joint-union-management-task-force-diversity-inclusion.html</a></p> <p>Disability Management in the Federal Public Service. <a href="https://www.canada.ca/en/treasury-board-secretariat/services/values-ethics/diversity-equity/disability-management.html">https://www.canada.ca/en/treasury-board-secretariat/services/values-ethics/diversity-equity/disability-management.html</a></p> <p>Building a Representative Public Service. <a href="https://www.canada.ca/en/public-service-commission/services/appointment-framework/employment-equity-diversity.html">https://www.canada.ca/en/public-service-commission/services/appointment-framework/employment-equity-diversity.html</a></p> <p>Building Success: A Guide to Establishing and Maintaining a Psychological Health and Safety Management System in the Federal Public Service. <a href="https://www.canada.ca/en/treasury-board-secretariat/services/healthy-workplace/workplace-wellness/mental-health-workplace/guide-psychological-health-safety-management-system.html">https://www.canada.ca/en/treasury-board-secretariat/services/healthy-workplace/workplace-wellness/mental-health-workplace/guide-psychological-health-safety-management-system.html</a></p>	

<b>TASKS</b>	
<ul style="list-style-type: none"> <li>➤ Review presentation on Diversity and Inclusiveness in the Public Service</li> <li>➤ Discussion 4 due Feb. 2</li> <li>➤ Research Paper outline due Feb. 3</li> <li>➤ Case Study topic must be approved by the instructor by this week.</li> </ul>	
<b>MODULE 5 – HR PLANNING, JOB DESIGN AND ANALYSIS</b>	
February 3 - 9	
<b>READINGS</b>	
<p>Ted Glenn (2012) “The State of Talent Management in Canada's Public Sector,” <i>Canadian Public Administration</i>, 55(1), pp. 25-51.</p> <p>Arieh Bonder, Carl-Denis Bouchard and Guy Bellemare (2011) “Competency-Based Management—An Integrated Approach to Human Resource Management in the Canadian Public Sector,” <i>Public Personnel Management</i>, 40 (1), pp. 1-10.</p> <p>Michael Howlett and Andrea Migone (2014) “Making the Invisible Public Service Visible? Exploring Data on the Supply of Policy and Management Consultancies in Canada” <i>Canadian Public Administration</i>, 57(2) pp. 183–216.</p>	
<b>OPTIONAL READING/MATERIALS</b>	
<p>Heath Canada (2013) “Health Canada’s Human Resources Strategic Plan 2013–2016 Building a Workforce of the Future,” Ottawa: Health Canada. <a href="http://publications.gc.ca/collections/collection_2014/sc-hc/H22-1-3-2013-eng.pdf">http://publications.gc.ca/collections/collection_2014/sc-hc/H22-1-3-2013-eng.pdf</a></p> <p>Government of Canada (2008) “Integrated Planning Handbook for Deputy Ministers and Senior Managers,” Ottawa: Treasury Board Secretariat. <a href="https://www.tbs-sct.gc.ca/gui/iphpr-eng.asp">https://www.tbs-sct.gc.ca/gui/iphpr-eng.asp</a></p> <p>Government of Canada (2009) “HR Planning Guide for Executives” Ottawa: Treasury Board Secretariat. <a href="https://www.tbs-sct.gc.ca/gui/ipg-expr-eng.asp">https://www.tbs-sct.gc.ca/gui/ipg-expr-eng.asp</a></p>	
<b>TASKS</b>	
<ul style="list-style-type: none"> <li>➤ Research Paper Outline due Feb. 3</li> <li>➤ Discussion 5 due Feb. 9</li> <li>➤ Group Case Study Outline due Feb. 10</li> </ul>	
<b>MODULE 6 – RECRUITMENT, SELECTION AND RETENTION</b>	
February 10 - 16	
<b>READINGS</b>	
<p>Eddy S Ng and Charles W Gossett (2013) “Career Choice in Canadian Public Service: An Exploration of Fit with the Millennial Generation,” <i>Public Personnel Management</i>, 42 (3), pp. 337-358.</p> <p>Eddy S Ng and Greg J Sears (2014) “Toward Representative Bureaucracy: Predicting Public Service Attraction Among Underrepresented Groups in Canada,” <i>Review of Public Personnel Administration</i>, 35,(4) pp. 367-385.</p>	

IPAC (2016) “Facing the Future: Exploring the Recruitment and Retention of New Public Servants in Canada,” Toronto: IPAC. <https://s3.ca-central-1.amazonaws.com/ipacreports/np-survey-eng.pdf>

**OPTIONAL READING/MATERIALS**

Rosemary A. McGowan and Eddy S. Ng (2016) “Employment Equity in Canada: Making Sense of Employee Discourses of Misunderstanding, Resistance, and Support” *Canadian Public Administration*, 59 (2), pp. 310-329.

Gregory B Lewis and Eddy S Ng (2013) “Sexual Orientation, Work Values, Pay, and Preference for Public and Non-profit Employment: Evidence from Canadian Postsecondary Students,” *Canadian Public Administration*, 56(4), pp. 542-564.

**TASKS**

- Group Case Study Outline due Feb. 10
- Midterm Course Evaluation available Feb. 13 - 19
- Discussion 6 due Feb. 16

**MODULE 7 – ORIENTATION, TRAINING AND DEVELOPMENT AND CAREER PLANNING**

February 17 - 23

**READINGS**

Mark Weiler, (2017) “Public Servant Schools in Canada: A Concept for Reconciliation,” *The Canadian Journal for the Study of Adult Education*, 29(2) pp. 1-20.

B Harris, K F Cheng and C Gorley (2015) “Benefits and Barriers: A Case study of a Government Technology Mediated Group Mentoring Program,” *Journal of Workplace Learning*, 27(3), pp. 193–206.

**OPTIONAL READING/MATERIALS**

Association of Professional Executives of the Public Service of Canada (2017) “APEX’s Guide for Executives,” Ottawa: APEX. <https://apex.gc.ca/resources/compendium-ex-resources/>

S Lancaster and L Di Milia (2015) “Developing a Supportive Learning Environment in a Newly Formed Organisation,” *Journal of Workplace Learning*, 27(6), pp. 442–456.

B Spencer (2008) “Re-learning at Work: Understanding the HR Corporate Connection,” *Canadian Journal for the Study of Adult Education*, 21(1), pp. 47–61.

2017 Millennial Report POV Final AODA

Building a Dynamic Future; The Next Generation of Public Service Talent (2017) Public Policy Forum

**TASKS**

- Midterm Course Evaluation available Feb. 13 – 19
- Discussion 7 due Feb. 23



**MODULE 8 – PERFORMANCE MANAGEMENT**

February 24 – March 1

**READINGS**

Paul G. Thomas (2008), “Why is Performance-Based Accountability so Popular in Practice and so Difficult in Practice?” in *Holy Grail or Achievable Quest?* (KPMG International).

Michael Atkinson, et al (2014), “Why do Governments Use Pay for Performance? Contrasting Theories and Interview Evidence” in *Canadian Public Administration*, 57 (3), pp. 436-458.

Ralph Heintzman (2014), “Renewal of the Federal Public Service: Toward a Charter of Public Service,” Ottawa: Canada 2020. <http://canada2020.ca/public-service-renewal/>

**OPTIONAL READING/MATERIALS**

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

Elaine D Pulakos and & Ryan S O’Leary (2011) “Why Is Performance Management Broken?” *Industrial & Organizational Psychology*, 4(2), pp.146-164.

Association of Professional Executives of the Public Service of Canada (2018) “Executive Compensation” Ottawa: APEX. <https://apex.gc.ca/resources/compensation/>  
<http://www.cbc.ca/news/politics/pay-bonuses-public-service-canada-1.4491978>  
<https://ipolitics.ca/2018/01/02/unions-want-compensation-phoenix-failures/>

**TASKS**

- Discussion 8 due Mar. 1

**MODULE 9 – MOTIVATION AND ENGAGEMENT IN THE WORKFORCE**

March 2 - 8

**READINGS**

Jocelyn McGrandle and Frank L. K. Ohemeng (2017) “The Conundrum of Absenteeism in the Canadian Public Service: A Wicked Problem Perspective” *Canadian Public Administration* 60 (2), pp. 215-240.

Alexandra Hickey Scott and Edward Bennett (2012) “Canadian Public Service Employee Satisfaction and its Main Drivers,” *Canadian Public Administration*, 55(1), pp. 5-23.

K Kernaghan (2011) “Getting Engaged: Public-Service Merit and Motivation Revisited,” *Canadian Public Administration*, 51, pp. 1-21.

**OPTIONAL READING/MATERIALS**

Association of Professional Executives of the Public Service of Canada (2017) “2017 Cohort Survey Highlights” Ottawa: APEX. [https://apex.gc.ca/wp-content/uploads/2018/01/Results-of-Survey-of-new-Executives.final\\_eng\\_.pdf](https://apex.gc.ca/wp-content/uploads/2018/01/Results-of-Survey-of-new-Executives.final_eng_.pdf)

B Vermeeren, B S Kuipers, and AJ Steijn, (2014) “Does Leadership Style Make A Difference? Linking HRM, Job Satisfaction, and Organizational Performance,” *Review of Public Personnel Administration*, 34, pp. 174-195.

S Quratulain, S., A K Kahn (2015) “Red Tape, Resigned Satisfaction, Public Service Motivation, and Negative Employee Attitudes and Behaviors: Testing A Model of Moderated Mediation,” *Review of Public Personnel Administration*, 35, pp. 307-332.

M S Noesgaard and J R Hansen (2017) “Work Engagement in the Public Service Context: The Dual Perceptions of Job Characteristics,” *International Journal of Public Administration*, pp. 1-14.

M H Jin and B McDonald, (2016) “Understanding Employee Engagement in the Public Sector: The Role of Immediate Supervisor, Perceived Organizational Support, and Learning Opportunities,” *American Review of Public Administration*, 47, pp. 881-897.

F Homberg, D McCarthy and V Tabvuma, (2015) “A Meta-Analysis of the Relationship Between Public Service Motivation and Job Satisfaction,” *Public Administration Review*, 75, pp. 711-722

**TASKS**

- Discussion 9 due Mar. 8

**MODULE 10 – COMPENSATION MANAGEMENT AND EMPLOYEE BENEFITS AND SERVICES**

March 9 - 15

**READINGS**

Patrik Marier (2013) “Who Pays the Piper Calls the Tune? Comparing Canada’s and the European Union’s Expansionary Roles in Pensions,” *Canadian Public Administration*, 56(2), pp. 322-337.

Lorenzo Forni and Natalija Novta (2016) “Public Employment and Compensation Reform: The Role of Social Dialogue and Structural Measures,” *International Tax and Public Finance*, 23(5) pp. 960-979.

David Gray, William Hogg, Michael E Green and Yan Zhang (2015), “Did Family Physicians Who Opted into a New Payment Model Receive an Offer They Should Not Refuse? Experimental Evidence from Ontario” *Canadian Public Policy*, 41(2), pp. 151-165.

**OPTIONAL READING/MATERIALS**

Morneau Shepell. Human Resources Trends for 2019 Insights on what HR leaders are expecting in the coming year: Summary report. October 2018

Kunle Akingbola and Herman A van den Berg (2015) “Does CEO Compensation Impact Patient Satisfaction?” *Journal of Health Organization and Management*, 29(1), pp. 111-127.

Jean-Philippe Meloche and Patrick Kilfoil (2017) “A Sizable Effect: Municipal Council Size and the Cost of Local Government in Canada” *Canadian Public Administration* 60 (2), pp. 241-267.

Kurt Schobel (2014) “How Much is Enough? A Study of Municipal Councillor Remuneration,” *Canadian Public Administration*, 57(1), pp. 138-153.

<b>TASKS</b>	
➤ Discussion 10 due Mar. 15	
<b>MODULE 11 – MANAGING EMPLOYEE RELATIONS</b>	
March 16 - 22	
<b>READINGS</b>	
<p>Morely Gunderson and Robert Hebdon (2010) “Collective Bargaining and Dispute Resolution in the Public Sector,” in Chris Dunn (ed.), <i>The Handbook of Canadian Public Administration</i>, Don Mills, ON: Oxford, pp. 186-202.</p> <p>Joseph B Rose (2016) “Constraints on Public Sector Bargaining in Canada,” <i>Journal of Industrial Relations</i>, 58(1) pp. 93–110.</p> <p>Michele Campolieti, Robert Hebdon and Benjamin Dachis (2016) “Collective Bargaining in the Canadian Public Sector, 1978–2008: The Consequences of Restraint and Structural Change,” <i>British Journal of Industrial Relations</i>, 54 (1) pp. 192–213.</p>	
<b>OPTIONAL READING/MATERIALS</b>	
<p>Dragan Stanisevski (2015) “A Gay-Friendly Public Service: Comparative Examination of the Impact of Intrinsic Psychological Orientations on the Attitudes of Public Servants Toward Homosexuality,” <i>Public Personnel Management</i>, 44(4) pp. 428–449.</p> <p>Zhanna Soldan and Alan Nankervis (2014) “Employee Perceptions of the Effectiveness of Diversity Management in the Australian Public Service: Rhetoric and Reality,” <i>Public Personnel Management</i> 43(4) pp. 543-564.</p>	
<b>TASKS</b>	
<p>➤ Discussion 11 due Mar. 22</p> <p>➤ Research Essay due Mar. 23</p>	
<b>MODULE 12 – OCCUPATIONAL HEALTH AND SAFETY</b>	
March 23 - 29	
<b>READINGS</b>	
<p>B Liu, K Yang and W Yu (2015) “Work-related stressors and health-related outcomes in public service: Examining the role of public service motivation,” <i>American Review of Public Administration</i>, 45, pp. 653-673.</p> <p>E R Crawford, J A LePine and B L Rich (2010) “Linking Job Demands and Resources to Employee Engagement and Burnout: A Theoretical Extension and Meta-Analytic Test,” <i>Journal of Applied Psychology</i>, 95, pp.834-848.</p> <p>Peter M. Smith, Ron Saunders, Marni Lifshen, Ollie Black, Morgan Lay, F. Curtis Breslin, Anthony D. LaMontagne, Emile Tompa (2015) “The Development of a Conceptual Model and Self-Reported Measure of Occupational Health and Safety Vulnerability” <i>Accident Analysis and Prevention</i> 82, pp. 234-243.</p>	

**OPTIONAL READING/MATERIALS**

Association of Professional Executives of the Public Service of Canada (2017) “APEX 2017 Executive Work and Health Survey Results,” Ottawa: APEX. <https://apex.gc.ca/apex-2017-executive-work-and-health-survey-results/>

Jason Foster and Bob Barnetson (2016) *Health and Safety in Canadian Workplaces* Edmonton: Athabasca University Press. This publication is licensed under a Creative Commons License and is available here at no cost: [http://www.aupress.ca/books/120259/ebook/99Z\\_Foster\\_Barnetson\\_2016-Health\\_and\\_Safety\\_in\\_Canadian\\_Workplaces.pdf](http://www.aupress.ca/books/120259/ebook/99Z_Foster_Barnetson_2016-Health_and_Safety_in_Canadian_Workplaces.pdf)

**TASKS**

➤ Discussion 12 due Mar. 29

**MODULE 13 – HRM AND TECHNOLOGY**

March 30 – April 5

**READINGS**

Dianna L Stone, Diana L Deadrick, Kimberly M Lukaszewski and Richard Johnson (2015) “The Influence of Technology on the Future of Human Resource Management,” *Human Resource Management Review*, 25(2), pp. 216-231.

Halil Buzkan (2016) “The Role of Human Resource Information System (HRIS) in Organizations: A Review of Literature” *Academic Journal of Interdisciplinary Studies*, 5(1), pp. 133-137.

Patrice Dutil (2015) “Crowdsourcing as a New Instrument in the Government’s Arsenal: Explorations and Considerations,” *Canadian Public Administration*, 58 (3), pp. 363–383.

**OPTIONAL READING/MATERIALS**

Mary Francoli (2011) “Embracing a New Relationship with Canadians: Addressing Barriers to New Media Adoption in Canada’s Public Service,” in Christopher Stoney and G Bruce Doern (eds.) *How Ottawa Spends: Trimming Fat or Slicing Pork, 2011-2012* pp. 280-296.

Kathleen McNutt (2014), “Public engagement in the Web 2.0 era: Social Collaborative Technologies in a Public Sector Context,” in *Canadian Public Administration*, Vol 57, No. 1, pp. 49–70.

**TASKS**

➤ Discussion 13 due April 5

**MODULE 14 – THE GLOBALIZATION OF HR**

April 6 - 12

**READINGS**

Stefan Zagelmeyer and Paul J Gollan (2012) “Exploring Terra Incognita: Preliminary Reflections on the Impact of the Global Financial Crisis Upon Human Resource Management,” *International Journal of Human Resource Management*, 23(16), pp. 3287-3294.

Ewerlin, Denise (2013) “The Influence of Global Talent Management on Employer Attractiveness: An Experimental Study,” *German Journal of Human Resource Management*, 27(3), pp. 279-304.

<p><b>OPTIONAL READING/MATERIALS</b></p> <p>Top issues and trends in HR for 2018 from <i>Canadian HR Reporter</i> magazine  <a href="http://www.hrreporter.com/columnist/hr-policies-practices/archive/2018/01/09/top-issues-and-trends-in-hr-for-2018/">http://www.hrreporter.com/columnist/hr-policies-practices/archive/2018/01/09/top-issues-and-trends-in-hr-for-2018/</a></p> <p>Top 5 trends and challenges for HR in 2018 from <i>Human Resources Magazine</i>  <a href="http://www.humanresourcesonline.net/top-5-trends-and-challenges-for-hr-in-2018/">http://www.humanresourcesonline.net/top-5-trends-and-challenges-for-hr-in-2018/</a></p>
<p><b>TASKS</b></p> <ul style="list-style-type: none"> <li>➤ Discussion 14 due April 12</li> <li>➤ Group Case Study Report due April 13</li> </ul>
<p style="text-align: center;"><b>INTENSIVE SESSION</b></p>
<p style="text-align: center;"><b>HALIFAX</b></p>
<p>April 14 - 16</p>
<p><b>TASKS</b></p> <ul style="list-style-type: none"> <li>➤ Wrap up and discussion</li> <li>➤ Group Case Study Presentations due April 14</li> <li>➤ Intensive Assignment(s)</li> <li>➤ Student Rating of Instruction (SRI) will be available April 15 - 21</li> <li>➤ Peer Evaluation</li> </ul>

PREVIOUS TERM (subject to revision)

## APPENDIX I: CLASS POLICIES

### Extended absence from class

- Emergencies
  - Contact the course instructor
  
- Illness
  - Contact your instructor as soon as possible to inform him or her of your illness.
  - All absences due to illness must be supported by a physician's note to be submitted to the course instructor.

### Late penalties for assignments

Assignments must be submitted by the assignment due date. Dalhousie University will only consider documented exceptions to this rule, such as serious medical emergencies or problems of a similar nature. In exceptional circumstances, an extension of up to one week **may** be granted at the professor's discretion, if requested in advance of the due date.

Late submissions will be assessed at a penalty of TEN percent. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

## ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation – Form A.

A note taker may be required as part of a student's accommodation. There is an honorarium of \$75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to participate in the class.

## ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management's Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being "information literate." Information literacy is taught by Dalhousie University Librarians in classes and through online tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, **please see** <http://plagiarism.dal.ca/Student%20Resources/>

Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution



of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Intellectual Honesty contained in the Calendar or on the Dalhousie web site at: <http://www.registrar.dal.ca/calendar/ug/UREG.htm#12>

Furthermore, the University's Senate has affirmed the right of any instructor to require that student papers be submitted in both written and computer readable format, and to submit any paper to a check such as that performed by anti-plagiarism software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand.

**Finally:**

If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: [managementintegrity@dal.ca](mailto:managementintegrity@dal.ca) which is read only by the [Assistant Academic Integrity Officer](#).

## **CLARIFICATION ON PLAGIARISM VERSUS COLLABORATION**

There are many other opportunities for plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments and copying solutions from others. It is alright to work on assignments with your friends. In fact, working in groups may be beneficial. For best results, you should always attempt to solve the problem alone, prior to meeting with the group. Whenever you collaborate with your colleagues on assignments, **you must always prepare your own submission. Copying is plagiarism!** This includes copying the work of others, making changes, and submitting it as your own work.

Specific examples of plagiarism include, but are not limited to, the following:

- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of a tutor as your own



- Including your name on a group submission when you have not contributed to that submission

Specific examples of acceptable collaboration include, but are not limited to, the following:

- Discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, in their own words.
- Working on a computer-based exercise collaboratively, and then each of the students creating their own submissions individually, from start to finish.

PREVIOUS TERM (subject to revision)

## APPENDIX II: VIRTUAL TEAM GUIDELINES

- **Access your Learning Management System consistently, frequently** to check for updates and news – approach it as part of your social media routine
- **Determine how often team members will check in** with each other and stick to this communication schedule. At this time, determine if there will be any time zone challenges for team meetings and deadlines; discuss solutions.
- **Explore** the architecture of Brightspace. Consider using Brightspace’s **e-Portfolio** as a team – This is right beside your Brightspace Calendar and it is a place to record and reflect on your learning experience.
- **Develop and follow a team charter** with your virtual team to establish roles and responsibilities. This is when you want to determine exactly what digital tools the team will be using (Brightspace?/Googledocs?/Facebook?/Office 365?)
- **Appoint and refer to a team records manager.** If you are unable to locate shared work, this person could help you find what you are looking for.
- **Connect during “live office hours”** to communicate with your instructor.
- **Stay present and visible online.** Communicate regularly with your peers via the designated forum.
- **Own** submissions individually, from start to finish.