

Maxine Goodman Levin College of Urban Affairs
Cleveland State University

**PAD 518/630/
NAL 630
PUBLIC HUMAN RESOURCE
MANAGEMENT
FALL 2008**

T 6:00PM-8:50 PM
UR 243

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Office Hours: Tuesday 3:00-5:00pm, Wednesday 5:00-6:00pm
and by appointment

Seminar Description:

A vital component of an effective and efficient public or nonprofit organization is the management of its human resources. Personnel costs represent a large share of the operating costs of agencies involved in the business of government. Therefore, attention should be placed on ensuring that these costs can be considered investments that produce public value.

This seminar is designed to introduce a number of traditional and contemporary issues in public human resource management. We will survey theory, research, and practices associated with managing human resources in public and nonprofit agencies. The course will supplement the assigned readings with exercises, case studies, and discussion to improve student's analytical and reasoning skills. The format requires that students think rigorously about real issues facing public managers.

This course will begin by examining the political and institutional context of public sector human resource management, using the evolution of the modern merit system as a starting point for our discussion. We will explore how the HR actions of/and options

available to managers are shaped and constrained by political considerations. We will examine the evolution of the United States civil service system, highlighting the important, and often competing, values and principles that have emerged and shaped contemporary human resource management. In addition, while comparisons of nonprofit and public organizations will be interspersed throughout the class, we will spend some time specifically examining the unique human resource issues and challenges facing nonprofit organizations.

The course will examine the human resource implications of recent administrative reform efforts and how these reforms are shaping the role of human resource management. The course will highlight a number of constraints, imposed by laws and regulations, confronting public managers and various approaches and techniques used to address these constraints. Theories and mechanisms for creating and sustaining high performance public and nonprofit agencies will be analyzed and applied to critical HRM issues confronting public managers.

Objectives:

- Provide students a conceptual grounding in the basic themes and concepts of human resource management in the public sector
- Create an opportunity for students to apply conceptual materials to practical examples and grapple with real issues facing public managers
- Development of expertise in at least one human resource management topic

Requirements:

This course is intended to be a seminar. Although lectures will frequently be used to provide background information, students are expected to participate actively in classroom discussions and exchanges. In order to make this a reality, it is essential that the assigned readings be completed prior to class. Grades will be determined as follows:

Mid-term Exam	20%
Presentations/Group Projects	35%
Take-home Final Exam	30%
Class-based work/Homework/ Participation	15%

The midterm exam will consist of essays and will be given in a take home format. The final exam will consist of essays and will also be take home, to be completed during the

final exam period. The Presentation and Group Project is discussed below; it requires that you work in teams in order to produce a handbook that can be used by public administrators as a management resource. Each group of students will be asked to give a presentation near the end of the semester that discusses the content of their handbook. In addition, throughout the duration of the semester, you will be assigned short assignments based on the cases and exercises in the readings. These, in addition to your participation in class, constitute the final component of your grade. Late assignments will be penalized five points per 24 hour period.

The grading scale used for the assignments (and the class) is the following:

A: 93-100	B-: 83-80
A-: 90-92	C+: 77-79
B+: 87-89	C: 76-74
B: 86-84	C-: 73-70

A large component of this class is the Presentation/Group Project. Specifically, the Presentation/Group Project requirement is as follows. The class will be divided into work groups consisting of three to four students (depending on the size of the class). It will be the responsibility of the students to identify a topic of major importance to public human resource management and to prepare a **Management Handbook** on that topic.

Among the types of topics that are generally selected are Innovations in Selection and Recruitment, Merit Pay and the Performance Evaluation Dilemma, Reinventing the Personnel Function, Legal Obligations of Public Human Resource Managers, the Americans with Disabilities Act (ADA), the Fair Labor Standards Act (FLSA), Developing a Model Public Employee Handbook, “Best Practices” in Various Personnel Functions, and Public Sector Labor Relations.

You are welcome to propose any topic that is related to public human resource management, but no two groups can select the same topic. Each group will make a presentation during the last few class sessions. These presentations normally last about 30-45 minutes and are intended to provide an overview of the groups’ written product. This presentation will be a training session for the class rather than a traditional academic presentation; therefore, you can be very creative. This requirement will be discussed more fully during the first class period.

Participation will be assessed according to:

- Thorough preparation of case materials

- Engagement with class case analysis
- Clear writing and analysis on the homework assignments
- Thoughtfulness of class contribution

The *Group Project* will be assessed according to:

- Creativity of your training session and manual
- Ability to convey material (both in writing and orally) to the class
- Consistency with reference to tone and presentation style in the training session and manual (in terms of your chosen audience for the training session and manual)
- Ability to work productively in a group setting
- Writing style and mechanics (free of spelling, typographical, and grammatical errors)

The *Midterm Examination* will be assessed according to:

- Degree of analytical thinking demonstrated
- Ability to link course materials to your analysis
- Persuasiveness of argumentation
- Writing style and mechanics (free of spelling, typographical, and grammatical errors)

The *Final Examination* will be assessed according to:

- Degree of analytical thinking demonstrated
- Ability to link course materials to your analysis
- Persuasiveness of argumentation
- Writing style and mechanics (free of spelling, typographical, and grammatical errors)

My Policies and Procedures:

1) Attendance in class is crucial (I will keep track); students should miss no more than one class. I understand that issues can arise in life, but you should endeavor to attend all classes. Failure to attend the majority of classes may result in a lower grade. In addition, when you are going to miss class, you should make sure to notify me by phone or e-mail.

2) I do not discuss grades or class performance over e-mail. You are welcome to e-mail me with questions concerning course material or assignments; however, to discuss your

performance in class and/or grades, you must telephone me or come to my office to discuss the matter in person.

3) Incompletes are reserved solely for emergency situations. I recognize that students often have a variety of pressures in their jobs and lives. However, to receive an incomplete in the class, you must have completed a majority of the course material. Therefore, if you are experiencing challenges in completing the course, come speak with me sooner rather than later to discuss options.

4) I follow university procedures concerning academic integrity and plagiarism. Please see <http://www.csuohio.edu/studentlife/StudentCodeOfConduct.pdf> for details on the policy.

5) Educational access is the provision of classroom accommodations, auxiliary aids, and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in UC304. Accommodations need to be requested in advance and will not be granted retroactively.

Required Texts and Readings:

Norma M. Riccucci and Katherine C. Naff. 2008. *Personnel Management in Government: Politics and Process*, 6th edition. Boca Raton, FL: CRC Press.

Selden, Sally Coleman. 2008. *Human Capital: Tools and Strategies for the Public Sector*. Washington, DC: CQ Press.

Course readings and other assignments will be available through electronic reserve on the CSU Library Page http://scholar.csuohio.edu/screens/m_course.html. These reading and assignments are indicated on the syllabus. I will also use Blackboard to post PowerPoints and other course materials.

Topical Outline and Readings

These topics and reading assignments may change; some of the topics may consume more than one meeting, while others can be covered in less than one class period. Approximate dates for the coverage of the material are provided; however, these dates may change depending on progress.

Overview of Course Schedule		
Week One	Introduction	August 26 th
Week Two	The Merit System and the Personnel Function in Government	September 2 nd
Week Three	The Merit System and the Personnel Function in Government/Strategic Human Resource Management	September 9 th
Week Four	Strategic Human Resource Management	September 16 th (Forecasting Assignment Due)
Week Five	HRM in Operation	September 25 th (Job Analysis/ Job Description Exercise Due)
Week Six	HRM in Operation	September 30 th (Recruitment and Selection Exercise Due)
Week Seven	HRM in Operation	October 7 th
Week Eight	The Legal Framework of Personnel	October 14 th MIDTERM DUE IN CLASS
Week Nine	The Legal Framework of Personnel/ Managing Diversity in Public and Nonprofit Organizations	October 21 st
Week Ten	Managing Diversity in Public and Nonprofit Organizations/ Public Sector Unions and Labor Relations	October 28 th (Diversity Assignment Due)
Week Eleven	Public Sector Unions and Labor Relations/ Ethics and Professionalism in Human Resource Management	November 4 th
Week Twelve	NO CLASS—Veteran’s Day	November 11 th
Week Thirteen	Ethics and Professionalism in Human Resource Management/ Managing People in Nonprofit Organizations	November 18 th
Week Fourteen	Managing People in Nonprofit Organizations/ Personnel Reform and the State of Human Resource Management Today and Into the Future	November 25 th
Week Fifteen	Presentations	December 2 nd
Final Exam Period	Presentations	Final Exam Due- December 9 th

(NOTE: Some readings are suggested; this will be indicated. You do not have to read these, but they will help you understand the topics. Also, some topics extend over two class periods. You need to decide how to schedule your reading; however, make sure to have read the case studies for the first class period)

I. Introduction: the Setting of Personnel Administration (August 26th)

(ELECTRONIC RESERVE) Stephen E. Condrey. 2004. "Introduction: Toward Strategic Human Resource Management." In Stephen E. Condrey, ed. *Handbook of Human Resource Management in Government, 2nd edition*. San Francisco, CA: Jossey-Bass (p. 1-14).

II. The Merit System: The Evolution and Prospects of the Civil Service System/ The Personnel Function in Government (September 2nd and September 9th)

Riccucci and Naff, Chapters 1 and 2

Selden, Chapter 1

(ELECTRONIC RESERVE) Reeves, T. Zane. 2006. *Cases in Public Human Resource Management, 2nd Edition*. Belmont, CA: Thomson Higher Education, Number 7

(SUGGESTED) (ELECTRONIC RESERVE) Ingraham, Patricia Wallace. 1995. *The Foundation of Merit: Public Service in American Democracy*. Baltimore: the Johns Hopkins University Press. (p. 15-72).

III. Managing Human Resource Performance: Strategic Human Resource Management (September 9th and September 16th)

Riccucci and Naff, Chapter 4

Selden, Chapter 2

(ELECTRONIC RESERVE) Pynes, Joan E. 2004. "Chapter 2: Strategic Human Resources Management and Planning." *Human Resources Management for Public and Nonprofit Organizations, 2nd edition*. San Francisco: Jossey-Bass Publishers. (p. 22-52).

(ELECTRONIC RESERVE) U.S. General Accounting Office. 2003. *Human Capital: Key Principles for Effective Strategic Workforce Planning*.

(ELECTRONIC RESERVE) Reeves, T. Zane. 2006. *Cases in Public Human Resource Management, 2nd Edition*. Belmont, CA: Thomson Higher Education, Number 18

Exercise-Complete exercise to hand in (September 16th)

(ELECTRONIC RESERVE) Nkomo, Stella, Myron Fottler, and R. Bruce McAfee. 2005. "Human Resource Forecasting Assignment." *Applications in Human Resource Management, 5th ed.* Mason, OH: Thomson South-Western. (p. 127-129).

Instructions for Assignment:

Read the directions and complete the assignment as stated. Please show your work. FYI-This is a tough assignment that you are doing before we discuss this in class. It will not be graded beyond effort, as it is the first homework assignment—so do not stress and try to learn something ☺

IV. HRM in Operation-Part 1: Getting Started---Job Analysis, Classification, and Compensation (September 25th)

Riccucci and Naff, Chapter 5

(ELECTRONIC RESERVE) Reeves, T. Zane. 2006. *Cases in Public Human Resource Management, 2nd Edition*. Belmont, CA: Thomson Higher Education,, Number 4

Exercise-Complete exercise to hand in (September 25th)

(ELECTRONIC RESERVE) Huddleston, Mark W. 2000. "Exercise 7: Job Analysis and the Job Description." *The Public Administration Workbook, 4th edition*. New York: Longman. (p. 115-129).

Instructions for Assignment:

Select an individual, either in your work or life, and conduct the job analysis assignment on that individual. Make sure to be as comprehensive as possible on the job analysis. From the job analysis, construct a job description for that individual. Finally, answer the questions on the last page of the assignment.

(SUGGESTED) Selden, Chapter 7

V. HRM in Operation-Part 2: Recruiting and Hiring the Right People and Developing and Rewarding Those People (September 25th and September 30th)

Riccucci and Naff, Chapters 6, 7, and 8

Selden, Chapters 3, 4, 5

(ELECTRONIC RESERVE) Reeves, T. Zane. 2006. *Cases in Public Human Resource Management, 2nd Edition*. Belmont, CA: Thomson Higher Education, Number 2

Case-Read the following cases carefully and be ready to discuss

(ELECTRONIC RESERVE) Case-The Division of Water Resources (Part A and B). The Electronic Hallway.

Exercise-Complete exercise to hand in (Due on September 30th)

(ELECTRONIC RESERVE) Huddleston, Mark W. 2000. "Exercise 9: Recruitment and Selection." *The Public Administration Workbook, 4th edition*. New York: Longman. (p. 149-165).

Instructions for Assignment:

Read the introduction. Review the position description for the Budget Analyst (Form 43). Think about selection criteria for this position and determine what would be your criteria. List the criteria that you developed based on the readings for today and your own personal experience. Use those criteria to decide amongst the three candidates presented in the assignment (Alex, Cat, and Marty). Select a candidate and tell me why. Finally, answer the attached questions on Form 47.

(SUGGESTED) (ELECTRONIC RESERVE) Dolan, Drew A. 2002. "Training Needs of Administrators in the Nonprofit Sector: What Are They and How Should We Address Them?" *Nonprofit Management and Leadership* 12(3): 277-292.

(SUGGESTED) Selden, Chapter 6

VI. HRM in Operation-Part 3: What Happens When Things Don't Go Smoothly---Disciplining and Firing People (October 7th)

Riccucci and Naff, Chapter 12

Case-Read the following case carefully and be ready to discuss

(ELECTRONIC RESERVE) Case-Staff Resignations at the Division of Cultural Programs (Parts A, B, and C). The Electronic Hallway.

(ELECTRONIC RESERVE) Reeves, T. Zane. 2006. *Cases in Public Human Resource Management, 2nd Edition*. Belmont, CA: Thomson Higher Education, Numbers 1, 22, 23

******MIDTERM DUE IN CLASS OCTOBER 14th ******

VII. The Legal Framework of Personnel: Title VII of the Civil Rights Act of 1964, Sexual Harassment, ADA, and Constitutional Issues (October 14th and October 21st)

Riccucci and Naff, Chapters 3 and 9

(ELECTRONIC RESERVE) Reeves, T. Zane. 2006. *Cases in Public Human Resource Management, 2nd Edition*. Belmont, CA: Thomson Higher Education, Numbers 13, 17

VIII. Managing Diversity in Public and Nonprofit Organizations (October 21st and October 28th)

Riccucci and Naff, Chapter 10

(ELECTRONIC RESERVE) Reeves, T. Zane. 2006. *Cases in Public Human Resource Management, 2nd Edition*. Belmont, CA: Thomson Higher Education, Number 14, 29

Exercise-

(ELECTRONIC RESERVE) Powell, Gary N. 2004. "Diversity Incidents." *Managing a Diverse Workforce: Learning Activities, 2nd edition*. Thousand Oaks, CA: Sage Publications (p. 139-154)

Read the assignment and briefly complete the table at the end of the assignment. This is for discussion purposes; you do NOT need to hand this in to the professor.

Exercise-Complete exercise to hand in (Due on October 28th)

(ELECTRONIC RESERVE) Powell, Gary N. 2004. "When Is Unequal Treatment Fair?" *Managing a Diverse Workforce: Learning Activities, 2nd edition*. Thousand Oaks, CA: Sage Publications (p. 97-102)

Instructions for Assignment:

Select one of the scenarios presented in the assignment. Write a two page memo describing how you would handle the situation.

IX. Labor-Management Relations (October 28th and November 4th)

Riccucci and Naff, Chapter 11

(ELECTRONIC RESERVE) Sulzner, George T. 2002. "Revisiting the Reinvented Public Union." In Carolyn Ban and Norma M. Riccucci, eds. *Public Personnel Administration: Current Concerns, Future Challenges, 3rd edition*. New York: Longman. (p. 113-133).

(ELECTRONIC RESERVE) Peters, Jeanne B. and Jan Masaoka. 2000. "A House Divided: How Nonprofits Experience Union Drives." *Nonprofit Management and Leadership* 10(3): 305-317.

Case-Read carefully and be prepared to discuss in class

(ELECTRONIC RESERVE) Ammons, David N. and M. Lyle Lacy, III. 1990. "Cedar Valley Slowdown." In James M. Banovetz, ed. *Managing Local Government: Cases in Decision Making*. Washington, DC: International City Management Association. (p. 176-186).

X. Professionalism and Ethics in the Public Sector (November 4th and November 18th)

Cases-read the following cases carefully and be prepared to discuss in class

(ELECTRONIC RESERVE) Doe, John. 1990. "Personnel or People?" In James M. Banovetz, ed. *Managing Local Government: Cases in Decision Making*. Washington, DC: International City Management Association. (p. 232-237).

(ELECTRONIC RESERVE) Case-Granite City Building Inspectors (Parts A, B, and C). The Electronic Hallway.

(ELECTRONIC RESERVE) Gerken, Harry G. 1990. "Principles under Pressure." In James M. Banovetz, ed. *Managing Local Government: Cases in Decision Making*. Washington, DC: International City Management Association. (p. 226-231).

XI. Managing People in Nonprofit Organizations (November 18th and November 25th)

(ELECTRONIC RESERVE) Schepers, Catherine, Sara De Gieter, Roland Pepermans, Cindy Du Bois, Ralf Caers, and Marc Jegers. 2005. "How Are Employees of the Nonprofit Sector Motivated? A Research Need." *Nonprofit Management and Leadership* 16(2): 191-208.

(ELECTRONIC RESERVE) Oster, Sharon M. 1995. "Human Resource Management." *Strategic Management for Nonprofit Organizations: Theory and Cases*. New York, NY: Oxford University Press. (p. 65-74).

(ELECTRONIC RESERVE) Liao-Troth, Matthew A. 2001. "Attitude Differences Between Paid and Volunteer Workers." *Nonprofit Management and Leadership* 11(4): 423-442.

Case-read the following case carefully and be prepared to discuss in class

(ELECTRONIC RESERVE) Case-Greenhill Community Center (Parts A, B, and C). The Electronic Hallway.

(SUGGESTED) (ELECTRONIC RESERVE) Hernandez, Cynthia M. and Donald R. Leslie. 2001. "Charismatic Leadership: The Aftermath." *Nonprofit Management and Leadership* 11(4): 493-497.

(SUGGESTED) (ELECTRONIC RESERVE) Brown, William A. and Carlton F. Yoshioka. 2003. "Mission Attachment and Satisfaction as Factors in Employee Retention." *Nonprofit Management and Leadership* 14(1): 5-18.

(SUGGESTED) (ELECTRONIC RESERVE) Akingbola, Kunle. 2004. "Staffing, Retention, and Government Funding: A Case Study." *Nonprofit Management and Leadership* 14(4): 453-465.

XII. Personnel Reform and the State of Human Resource Management Today and into the Future (November 25th)

Selden, Chapters 8 and 9

(ELECTRONIC RESERVE) Ingraham, Patricia Wallace and Sally Coleman Selden. 2002. "Human Resource Management and Capacity in the States." In Carolyn Ban and Norma M. Riccucci, eds. *Public Personnel Administration: Current Concerns, Future Challenges, 3rd edition*. New York: Longman. (p. 210-224).

(ELECTRONIC RESERVE) Cogburn, Jerrell D. 2005. "The Benefits of Human Resource Centralization: Insight from a Survey of Human Resource Directors in a Decentralized State." *Public Administration Review* 65(4): 424-435.

XIII. Presentations (December 2nd)

XIV. Final Exam Period- Final Due and Presentations (December 9th)