Seminar Description:
A vital component of an effective and efficient public or nonprofit organization is the management of its human resources. 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
- Create an opportunity for students to apply conceptual materials 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:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Mid-term Exam</td>
<td>20%</td>
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<tr>
<td>Presentations/Group Projects</td>
<td>35%</td>
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<td>Take-home Final Exam</td>
<td>30%</td>
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<td>Class-based work/Homework/</td>
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<td>Participation</td>
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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:

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<td>A</td>
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<td>B+</td>
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<td>B</td>
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<td>C+</td>
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<td>C-</td>
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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 experiences 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/conduct/acadregs.html for details on the policy.

Required Texts and Readings:


Course readings available through electronic reserve. 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.

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<td><strong>Week Fifteen</strong></td>
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<td><strong>Final Exam Period</strong></td>
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(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 28th)

Condrey, Introduction

II. The Merit System: The Evolution and Prospects of the Civil Service System/ The Personnel Function in Government (September 4th and September 11th)


Condrey, Chapter 1, 2, 4

Reeves, Number 7

III. Managing Human Resource Performance: Strategic Human Resource Management (September 11th and September 18th)


Condrey, Chapter 14 and 28


Reeves, Number 18

Exercise-Complete exercise to hand in (September 18th)


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)

Condrey, Chapters 23 and 26

Reeves, Number 3

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


**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.

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

Condrey, Chapters 5, 24

Reeves, Numbers 2, 4, 20

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

Case-The Division of Water Resources (Part A and B). The Electronic Hallway. [www.hallway.org](http://www.hallway.org)

*Exercise-Complete exercise to hand in (Due on October 2nd)*


**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) Condrey, Chapter 24

VI.  HRM in Operation-Part 3: What Happens When Things Don’t Go Smoothly—Disciplining and Firing People (October 9th)

Condrey, Chapter 15

Cases-Read the following cases carefully and be ready to discuss
Case-Staff Resignations at the Division of Cultural Programs (Parts A, B, and C). The Electronic Hallway. www.hallway.org

Reeves, Numbers 1, 21, 22, 23, 25

****MIDTERM DUE IN CLASS OCTOBER 16th ****

VII. The Legal Framework of Personnel: Title VII of the Civil Rights Act of 1964, Sexual Harassment, ADA, and Constitutional Issues (October 16th and October 23rd)

Condrey, Chapters 17, 19

Reeves, Numbers 13, 15, 16, 17, 27, 28

Case-Read carefully and be prepared to discuss in class

(SUGGESTED) Condrey, Chapter 20

VIII. Managing Diversity in Public and Nonprofit Organizations (October 23rd and October 30th)

Condrey, Chapter 7 and 18

Reeves, Number 12, 14, 29

Exercise-
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 30th)
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 30th and November 6th)

Condrey, Chapter 16


Reeves, Numbers 10 and 11

Case-Read carefully and be prepared to discuss in class

X. Professionalism and Ethics in the Public Sector (November 13th)

Condrey, Chapter 12

Reeves, Numbers 26 and 30

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


XI. Managing People in Nonprofit Organizations (November 20th)
Condrey, Chapter 10


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

Case—Greenhill Community Center (Parts A, B, and C). The Electronic Hallway. [www.hallway.org](http://www.hallway.org)


XII. **Personnel Reform and the State of Human Resource Management Today and into the Future (November 27**th**)


XIII. **Presentations (December 4**th**)