

PLS 4873 – Human Resource Management in Government
Eastern Illinois University
Spring 2009

Professor: Dr. Jeff Ashley
Class Times: T TH 9:30-10:45
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COURSE DESCRIPTION

Once considered merely interchangeable cogs in the production machine, people are the driving force behind the success or failure of the modern organization. This being the case, greater attention and care needs to be placed on the recruitment, cultivation, and retention of “good people.” Therefore, Dennis Riley lays the foundation for our course by stating, “find good people and make it possible for them to do their best work. Sounds simple enough, but that definition of personnel administration will lead us to explore subjects as diverse as the validation of employment tests, protection for employees who want to criticize their bosses, the legal liability of government to warn citizens of impending danger, and comparable worth as response to generations of wage discrimination against American women” (pp. 1-2). These and other topics are the essence of our course for Spring 2009 – it will be fun!

COURSE OBJECTIVES

- 1) to familiarize students with the major federal (some state) employment laws. This objective will be met primarily through lecture and application via case studies.
- 2) to provide a basic understanding of several human resource development techniques including recruitment and selection, training and development, and performance appraisals. This objective will be met through course readings and discussion, and through applying what we have read to various case studies.
- 3) to broaden our understanding of some current “hot issues” in HR management. This will be met through assigned readings, cases studies, and discussion/presentation of student book reviews.

REQUIRED READING MATERIALS

Dennis D. Riley, Public Personnel Administration, 2nd ed., (New York: Longman, 2002).
T. Zane Reeves, Cases in Public Human Resource Management, 2nd ed., (Belmont, Ca: Wadsworth, 2006).

** various readings on reserve in the library

ATTENDANCE POLICY

Since this is a graduate course, I feel somewhat uncomfortable even mentioning attendance. However, for those of you who are new, it goes without saying that attendance is a must! Since we are all adults, I don't anticipate any problems with mandatory attendance. In a similar vein, we are adults and circumstances often arise making perfect attendance impossible (sometimes). If something comes up that forces you to miss class, please let me know so that we can work out alternative arrangements.

OFFICE HOURS

Normal office hours are Tuesday 10:45-12:00, Wednesday 8:00-10:00, and Thursday 10:45-12:00. However, I am often in my office at other times - - please feel free to phone or stop by. Furthermore, I can be contacted via Email and am always willing to set up appointments to meet during non-scheduled times. The point is, ***DO NOT HESITATE TO COMMUNICATE WITH ME!*** If you are having any difficulty with the material but are uncomfortable discussing it in class please see me. The bottom line is that I want you all to understand the material and to do well in the course.

EVALUATION

- 1) There will be two exams (mid-term and final)
the mid term is worth 100 points
the final is worth 100 points
- 2) Each student will prepare and present to class a book review (grad students do two) on a human resource topic of their choosing (with instructor approval). **The book review is worth 30 points** (60 for grad students) *Book reviews* should be 3-5 pages in length and include the following:
 - a) a brief summary (do not get bogged down with play-by-play details)
 - b) what methods do they employ....are they appropriate?
 - c) what is your opinion of the book
 - d) how does the book compare to other works on the same topic (compare to a couple of other books.....which seems to be better, why?)copies of the book review are to be handed out in class so that each member will accumulate a number of resources for future use. Reviews should be presented with the possibility of discussion in mind.
- 3) There will be written responses to case studies
case responses add up to 55 points
- 4) preparation and participation (especially discussion leading) are evaluated
preparation and participation counts for 15 points
Discussion leading - Students will take turns acting as “discussion leader” over assigned readings. Each week, we will have a different leader or group of leaders guiding us through the material. When it is your turn to lead, bring discussion questions to be distributed to everyone in class (including me). These questions should not take the form of quizzes or detailed summaries of the reading. Instead, they should be thought provoking reflections on the material which attempt to raise questions and facilitate further discussion and inquiry.
- 5) Each student will give a short 12-15 minute presentation on a human resource topic of their choosing and hand in a 5-6 page research paper that supports the presentation. Each paper must include a minimum of 10 sources -- no more than 4 of these can be web sites.
the paper is worth 40 points and the presentation is worth 10 points

GRADING

A= 90% and above	D= 60-69%
B= 80-89%	F= below 60%
C= 70-79%	

COURSE OUTLINE and ASSIGNED READINGS (to be read prior to week assigned)

Week one (1/12)

introduction to the course/ overview of some important employment laws
cases 13 & 18

Week two (1/19)_____

Chapter one – Public Personnel Administration in Context
cases 12 & 14

Week three (1/26)_____

Chapter Two – Equality in the Workplace
**H. George Frederickson, “Public Administration and Social Equity”
**Walter D. Broadnax, “From Civil Rights to Valuing Differences”
cases 7 & 28

Week four (2/2)_____

Chapter Three – Rights and Needs of Employees
cases 15 & 16

Week five (2/9)_____

Chapter Four – Responsibilities of Government Officials
cases 17 & 19

Week six (2/16)_____

Chapter Five – Collective Bargaining
**U.S. Dept. of Labor, “Working Together for Public Service”
cases 5 & 11

Week seven (2/23)_____

Chapter Six – Job Analysis and Evaluation
cases 3 & 20
*No Class Thursday – MIG

Week eight (3/2)

Exam #1 on Tuesday
*No Class Thursday – conference

Week nine (3/9)_____

Chapter Nine – Compensation
**J. Edward Kellough & Haoran Lu, “The Paradox of Merit Pay in the Public Sector”
cases 4 & 6

Week ten (3/16) -- *SPRING BREAK*

Week eleven (3/23)_____

Chapter Seven – Recruitment and Selection
case 1

Week twelve (3/30) _____
Chapter Eight – Performance Appraisal
cases 2 & 26

Week thirteen (4/6) _____
Chapter Ten – Human Resource Development
** Patricia W. Ingraham, Sally C. Selden & Donald P. Moynihan, “People and
Performance: Challenges for the Future Public Service”
cases 25 & 29

Week fourteen (4/13) _____
Papers due by the beginning of class on Thursday!
Presentations
*No Class Tuesday – SURS

Week fifteen (4/20)
Presentations

Week sixteen (4/7)
Presentations

Week seventeen -- FINALS WEEK
check final exam schedule for the exact time.

*please note that this syllabus is subject to change at the instructor’s discretion

University Policies

Learning Disabilities/Physical Challenges Policy

Students with disabilities who require special accommodation are encouraged to meet with the instructor during the first week of class. For further assistance or information, please contact the EIU Office of Disability Services at 581-6583.

Student Assistance

The purpose of both the EIU Counseling Center and the EIU Learning Assistance Center is to help you obtain maximum educational benefit from your time here. The support offered enables students to obtain help for both academic and personal problems. The Learning Assistance Center (581-6696) can help with individual tutoring for academic needs. The Counseling Center (581-3413) has a staff available to assist you with any personal problems which might arise. College can be a very stressful experience, and I would encourage anyone to take advantage of these services when they feel the need.

Academic Integrity

The university takes an extremely serious view of violations of academic integrity. As members

of the academic community, EIU's administration, faculty, staff, and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the educational process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning.

It is the responsibility of individual faculty members to identify instances of academic dishonesty and recommend penalties to the department chair or college dean in keeping with the severity of the violation. At a minimum, academic dishonesty will result in a failing grade for this course.