

*Southern Illinois University  
Department of Political Science  
Master of Public Administration Program*

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**POLS 543-001 Human Resources Management  
Course Syllabus  
Term: Spring 2010**

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**Contact Information**

<b>Instructor:</b>	Adrian M. Velazquez, Ph.D.
<b>Meetings:</b>	M-W 12:35 p.m. - 1:50 p.m. FANR 3075
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<b>Office Location:</b>	Faner Hall 3140
<b>Email Address:</b>	amvv@siu.edu (preferred contact)
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<b>Mailcode:</b>	4501

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**Course Pre-requisites, Co-requisites, and/or Other Restrictions**

No pre-requisites.

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**Course Description**

POLS 543 Human Resources Management focuses on the analysis of key human resource concepts and practices to develop a deeper understanding of the challenges public and non-profit agencies face in today's evolving HR environment. POLS 543 is designed to examine interrelated human resource practices, such as leading, controlling and delegating, planning and staffing, performance evaluation and compensation, training and development, labor relations, conflict resolution, employee safety, health and work life and how they relate to the responsibilities, challenges, and opportunities that confront modern practitioners in the management of human resources.

Human resources managers need to synthesize creatively many techniques and forms of knowledge, as challenges in the public administration field evolve and multiply. Moreover, contemporary human resource managers need to incorporate the impacts of policy in their daily activities, the applicability and influence of public programs, and the numerous sources of administrative, political, and ethical responsibility imbedded in them. However, you should keep in mind that

the course does not provide the kind of in-depth topical knowledge necessary to take on a job or perform as a human resource generalist.

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### **Student Learning Objectives/Outcomes**

By the end of the semester, students should be able to:

1. Understand the purpose and operation of key human resource concepts and practical applications in today's organizations. Students should be able to determine the way in which human resource practices can promote and sustain strategic objectives and improve performance.
  2. Successfully implement management competencies, such as planning, organizing, directing, selecting staff, controlling, problem-solving strategies and delegating.
  3. Understand the challenges and consequences of demographic changes, such as age, gender, and race, on workforce composition in the United States both currently and in the future.
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### **Required Textbooks**

Berman, Evan M., James S. Bowman, Jonathan P. West, and Montgomery Van Wart. 2010. *Human Resource Management in Public Service: Paradoxes, Processes and Problems*. 3<sup>rd</sup> Edition. Thousand Oaks, CA: Sage Publications. ISBN: 978-1-4129-6743-3

Riccucci, Norma M., ed. 2006. *Public Personnel Management: Current Concerns, Future Challenges*. 4th edition. New York: Longman Publishers ISBN-10: 032-1-3646-86 or ISBN-13: 978-0-3213-64685

### **Additional Course Materials (distributed via Blackboard)**

Cooper, Terry L. 2004. "Big Questions in Administrative Ethics: A Need for Focused, Collaborative Effort." *Public Administration Review* 64 (4): 395-407.

Dobel, J. Patrick. 2003. "The Odyssey of Senior Public Service: What Memoirs Can Teach Us." *Public Administration Review* 63 (1): 16-29.

Dolan, Julie. 2004. "Gender Equity: Illusion or Reality for Women in the Federal Executive Service." *Public Administration Review* 64 (3): 299-308.

Franklin, Aimee L. and Janice F. Pagan. 2006. "Organization Culture as an Explanation for Employee Discipline Practices." *Review Of Public Personnel Administration* 26 (1): 52-73.

Mani, Bonnie G. 2004. "The Employer's Advantage in Sexual Harassment Cases: How the Courts Have Discouraged the Victims of Sexual Harassment." *Review Of Public Personnel Administration* 24 (1): 41-69.

Maranto, Robert. 2002. "Praising Civil Service but Not Bureaucracy: A Brief Against Tenure in the U.S. Civil Service." *Review Of Public Personnel Administration* 22 (3): 175-192.

Reese, Laura A. and Karen E. Lindenberg. 2005. "Gender, Age, and Sexual Harassment." *Review Of Public Personnel Administration* 25 (4): 325-352.

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## **Course Requirements and Evaluation**

### **Grading Policy:**

Final grades will be calculated based on your individual ability to earn a maximum of 350 total points. Your exams, individual work products and your participation in group discussions and presentations will constitute your overall grade. If at the end of the semester a student is identified by group members as a "free rider," your grade will be affected negatively.

### **Assignments:**

<b>Critical Reviews (30 points each)</b>	<b>120 points</b>
<b>Book Review</b>	<b>50 points</b>
<b>Midterm Research Project</b>	<b>80 points</b>
<b>Final Group Paper and Presentation</b>	<b>100 points</b>

**Critical Reviews:** Students will write critical reviews to the readings assigned for the topics covered *each week* during classes. Critical reviews should be delivered at the beginning of each session when they are due. Please, no e-mail submissions. Students will write up five critical reviews throughout the semester. Papers should be typed and no more than three pages long. Each critical review will cover your analysis of *all* the readings on the week's topic (this is not your opinion), where you will discuss the underlying theme and focus on at least one underlying issue from across the different readings. A good critical review will cite all the sources assigned for the topic each week.

In addition to the write-up, as part of a group, you will lead the class discussion on the day your critical review is due. Your active participation leading the

discussion is part of your grade for this assignment. You will find a list of dates, groups and assignments at the end of the syllabus.

**Book Review:** As part of a group, you will be in charge of presenting a book review of relevant literature on human resources topics. Presentations should provide a synthesis and evaluate the relevance of the work as an outline. Please provide a copy of the outline of your review to each member of the class. Groups must use Power Point and deliver the file to the instructor via e-mail by noon on the due date.

**Midterm Research Project:** Each student will be required to complete a midterm research project that will be eight to ten pages in length and will cover a current topic of human resources management. Students will need to address the literature covered in the course for the specific topic and review additionally at least five other academic sources (peer-reviewed journal articles or books). Examples of research topics include affirmative action, sexual harassment, civil service systems, merit-based promotions, or diversity in the workforce. I will not allow more than two students to review the same topic, so the earlier you submit your topic of interest, the more chances you will get to receive approval on the topic of your choice.

**Team Presentation and Final Group Paper:** Students as part of a group will prepare and briefly present HR Policies and Procedures for a municipality. Students will review and update, where necessary, the policies of the municipality of their choice, preferably but not restricted to Illinois. This will be the opportunity to provide an overview of the enactment of HR policies in the real world. The assignment includes a 20-25 minutes presentation (including Q & A session) in which ALL team members should actively participate and a write-up to be turned to the instructor at the end of the semester.

You will be required to describe the general characteristics of the city of your choice, such as size, demographic composition, and other interesting facts. You will also present a general outline of the city's HR policies, along with your assessment of a critical area upon which those policies could be improved, based on the topics we will cover throughout the semester. Teams will then draft the actual modifications or additions to HR policies. I encourage you to use Power Point or other audio/visual aids in your presentation. Power Point files should be submitted via e-mail to the professor by noon on the day you are scheduled to present. Please also bring a hard copy of your slides for the instructor. The write-up should be 12-15 pages in length.

You will be evaluated on your contributions to the existing policies of the town; therefore, if you pick a city where HR policies are very complete, you will not leave room for the instructor to assess your understanding and application of the material. On the other hand, if you choose a municipality with minimum or even lacking HR polices, your task can become very complicated. If you need help in

determining whether or not a particular set of HR policies can be examined for the purposes of this assignment, please seek assistance from the instructor at least a few weeks before you are scheduled to present. The assignment involves original work; if you copy from other municipalities' human resources policies, **you are plagiarizing!** The policies should be as complete as possible and the result of original teamwork.

**Note.-** The format for all papers and work assignments should be Times New Roman, 12-point type, double-spaced on one side of the page with margins of one inch. You should use a separate page to list your references (this page will not count towards your minimum page limit).

**Grading scale:**

316-350 = A  
281-315 = B

246-280 = C  
<245 = F

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**Course & Instructor Policies**

**Class Attendance & Expectations**

POLS 543 is a graduate seminar. Therefore, students are expected to complete reading assignments before class time, deliver Masters level work, be prepared to discuss readings substantially, arrive punctually, and attend class every session. There will be no time allowed for in-class reading. Class discussions and participation are an important component of the course because they improve your ability to apply and understand the material, rather than simply memorize it. As such, class time will be divided between lectures, discussing alternative perspectives to develop understandings of the course material, interactive exercises, and student presentations.

You are expected to contribute and participate in class each session. It is equally important for you to attend as well as contributing to class. If you do not attend class, you cannot participate in class discussion. Frequent absences will significantly impact your final grade. I will take attendance, and you will be permitted a total of two absences (excused or unexcused). Any absence beyond those two will result in a 5 point drop of your grade. Arriving late to class twice will be counted as an absence. Moreover, lack of class preparation and responsiveness to questions on assigned readings and exercises will impact negatively your grade. Please speak to me if you have commitments that conflict with the requirement of attending class.

You will be asked to provide your opinion and interpretation of the day's topic. I encourage you to draw upon your own experiences or knowledge of HR practices as they relate to class discussion. Moreover, as part of a team, you will be leading the

in-class discussion on selected dates during the semester. The teams and dates are specified at the end of the syllabus.

### **Make-up Exams**

No make-up assignments will be allowed, unless **previous** arrangements have been made with the instructor. The rule applies whether you miss delivering your work for personal reasons, academic reasons or sanctioned school events. If you demonstrate sufficient justification for rescheduling, I will work with you to find a mutually beneficial time. On the other hand, if you wait to contact me until after the assignment is due, you will need strong evidence of your prior incapacitation, through no fault of your own, that prevented you from complying with this policy. Any missing work will result in a score of 0 points for the assignment. Make-up work, while covering the same materials, may differ in design and organization from the in-class assignments.

### **Extra Credit**

Grades in class are based on the work that you complete. Opportunities for extra credit will be discussed in class as the semester progresses. However, there will be NO end of semester extra-credit assignments made on an individual-student basis.

### **Late Work**

Extensions for assignments are not generally permitted. If, however, you are in need of special consideration or extension of deadlines, you should address your situation with the instructor in private (office hours, phone or e-mail). Please do not ask for exceptions before, during, or after class. In any event, you will not be eligible for full credit if an assignment is turned in late regardless of the cause.

### **Special Assignments**

Blackboard will be used to distribute readings and other material for the course. It will also be used for e-mail correspondence with the class if communication is necessary and so all students must have a Network ID and password. If you are unfamiliar with Blackboard go to the following website for directions:

<https://mycourses.siu.edu/webct/entryPageIns.dowebct>

If you need help with a Network ID or password go to:

[https://websec.it.siu.edu/util/id\\_request.html](https://websec.it.siu.edu/util/id_request.html)

Or call the Computer Support Center at (618) 453-5155

Please make sure you check the website promptly. You can access Blackboard either from a home PC or on campus.

## **Academic Integrity**

The instructor expects from students a high level of responsibility and academic honesty. Scholastic dishonesty includes, but is not limited to, the submission as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism.

## **Email Use**

Recognizing the value and efficiency of communication between faculty/staff and students, communications will be established through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The instructor encourages all official student email correspondence be sent only to a student's SIU email address. This allows the instructor and the students to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. SIU furnishes each student with a free email account.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Incomplete Grade Policy**

Incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within two (2) weeks from the first day of the subsequent semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed to the grade obtained for completed work.

## Disability Services

The goal of Disability Support Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Support Services is located in Woody Hall B-150. Their contact information is:

Disability Support Services  
Southern Illinois University  
Mailcode 4705  
Carbondale, Illinois 62901  
Phone: (618) 453-5738  
TTY: (618) 453-2293

Individuals requiring special accommodation should contact the professor after class or during office hours.

## Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the Bert's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. **It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.** The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

## Assignments & Academic Calendar

### **Week 1 - January 20 Introduction to HR Management**

Syllabus Overview

Public Personnel Management and the Challenges..., Riccucci Ch. 1

### **Week 2 - January 25-27 Human Resources and Public Service**

The Public Service Heritage, Berman *et al.* Ch. 1

Praising Civil Service but Not Bureaucracy, Maranto

Great Expectations But Hazards Ahead, Riccucci Ch. 2

**January 27: Critical Review 1 Due - Group A**

### **Week 3 - February 1-3 The Legal Environment of Human Resources Management**

Legal Rights and Responsibilities, Berman *et al.* Ch. 2

Public Employees' Liability for "Constitutional Torts," Riccucci Ch. 9

**February 1: Book Review - *Personnel Policy in the City***

**February 3: Critical Review 1 Due - Group B**

### **Week 4 - February 8-10 Employee Recruitment and Selection I**

Recruitment, Berman *et al.* Ch. 3

Selection, Berman *et al.* Ch. 4

**February 10: Critical Review 1 Due - Group C**

### **Week 5 – February 15- 17 Employee Recruitment and Selection II**

Hiring in the Federal Government, Riccucci Ch. 10

Position Management, Berman *et al.* Ch. 5

**February 15: Book Review - *Privatization in the City***

**February 17: Critical Review 2 Due - Group A**

### **Week 6 - February 22-24 Motivating and Compensating Employees**

Motivation, Berman *et al.* Ch. 6

Compensation, Berman *et al.* Ch. 7

Employee-Friendly Policies, Berman *et al.* Ch. 8

**February 24: Critical Review 2 Due - Group B**

### **Week 7 – March 1-3 Organizational Development**

Training and Development, Berman *et al.* Ch. 9

Organization Culture as an Explanation..., Franklin and Pagan

**March 1 : Book Review - *Cops, Teachers, Counselors: Stories from the Front Lines of Public Service***

**March 3: Critical Review 2 Due - Group C**

### **Week 8 - March 6 – 14**

**Spring Vacation, Enjoy!**

**Week 9 - March 15-17 Appraising Employee Performance**

Appraisal, Berman *et al.* Ch. 10

Employee Performance Appraisal and Pay for Performance, Riccucci Ch. 12

**March 15: Book Review - *Unsung Heroes***

**March 17: Critical Review 3 Due - Group A**

**Week 10 - March 22-24 Managing Human Resources in an Era of Radical Reform**

Mexico's Federal Professional Career Service, Riccucci Ch. 3

Privatization and its Implications for HRM, Riccucci Ch. 14

**March 24: Critical Review 3 Due - Group B**

**Week 11 – March 29-31 Managing a Diverse Workplace I**

Affirmative Action in the 21<sup>st</sup> Century, Riccucci Ch. 4

Managing Diversity: Redux, Riccucci Ch. 5

**March 29: Book Review - *The Flight of the Creative Class***

**March 31: Critical Review 3 Due - Group C**

**Week 12 – April 5-7 Managing a Diverse Workplace II**

Lesbians and Gay Men in the Public Sector Workforce, Riccucci Ch. 6

Gender Equity, Dolan

**April 7: Midterm Research Projects Due**

**Week 13 – April 12-14 Managing a Diverse Workplace III**

The Employer's Advantage in Sexual Harassment Cases, Mani

Gender, Age, and Sexual Harassment, Reese and Lindenberg

The Odyssey of Senior Public Service, Dobel

**April 12: Book Review - *Unions in America***

**April 14: Critical Review 4 Due - Group C**

**Week 14 – April 19-21 Labor Management Relations in the Public Sector**

Unions and Government, Berman *et al.* Ch. 11

The Changing World of Labor Relations, Riccucci Ch. 8

**April 21: Critical Review 4 Due - Group B**

**Week 15 – April 26-28 Ethical Human Resources Management**

Ethics Management and Training, Riccucci Ch. 13

Big Questions in Administrative Ethics, Cooper

**April 26: Book Review - *Ethics of Dissent***

**April 28: Critical Review 4 Due - Group A**

**Week 16 – May 3-5 Toward Effective Human Resources Management**

Strategic Human Resources Management, Riccucci Ch. 11

Conclusion, Berman *et al.*

**May 5: Team Presentations**

**Week 17 – Final Examination**  
**May 10: Final Group Paper Due**

*These descriptions and timelines are subject to change at the discretion of the Professor.*

**Group Assignments**

**Group A**

Amaya-Castro, Gustavo A.  
Happ, Dane A.  
Lueker, Kristi L.  
Sorrill, Sara L.  
Woods, Alicia N.

**Group B**

Carlini, Joseph M.  
Jackson, Rodrico A.  
Manuel, Nicolau N.  
Taylor, Travis W.  
Urbanski, Amanda J.

**Group C**

Diamond, Yoav A.  
Fox, Tyler  
Jaynes, Jeffrey D.  
Pulliam, Megan R.  
Wilson, Tracy M.

## Book Reviews

**February 1:** Frank Thompson, *Personnel Policy in the City: The Politics of Jobs in Oakland*

Amaya-Castro, Gustavo A.

Carlini, Joseph M.

**February 15:** E. S. Savas, *Privatization in the City\**

Happ, Dane A.

Diamond, Yoav A.

Fox, Tyler

**March 1:** Steven Maynard-Moody & Michael Musheno, *Cops, Teachers, Counselors: Stories from the Front Lines of Public Service*

Lueker, Kristi L.

Jackson, Rodrico A.

**March 15:** Norma M. Riccucci, *Unsung Heroes: Federal Execucrats Making a Difference*

Sorrill, Sara L.

Jaynes, Jeffrey D.

**March 29:** Richard Florida, *The Flight of the Creative Class: The New Global Competition for Talent*

Woods, Alicia N.

Manuel, Nicolau N.

**April 12:** Gary Chaison, *Unions in America\**

Taylor, Travis W.

Pulliam, Megan R.

**April 26:** Rosemary O'Leary, *The Ethics of Dissent: Managing Guerilla Government\**

Wilson, Tracy M.

Urbanski, Amanda J.