

# PLSC 515 – Fall 2017

## Public and Nonprofit Personnel Administration

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Instructor: Kevin M. Welch  
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8:40  
Office: 601N

Phone: 517-403 0338  
Class Time: Wed 6 pm to  
Room: 406 Pray-Harrold

Office Hours: 30 minutes before in-class days or by appointment or any time via email or by phone. Please email me if you plan to stop by my office so that I will make sure I am available. I will typically arrive to our class room at 5:30 as well.

### Introduction

This course examines contemporary administration practices in public sector and nonprofit personnel management, particularly as related to the local level of government. Areas of emphasis include the collective bargaining process, discipline practices, grievance handling and arbitration preparation, affirmative action requirements and recruitment and validation of evaluation and promotion practices.

This course is designed to provide both an overview of public personnel management and a more in-depth examination of some key issues public and nonprofit managers are expected to deal with today.

### Text

- Naff, Katherine C., Norma M. Riccucci, and Siegrun Fox Freyss. 2014. *Personnel Management in Government: Politics and Process, Seventh Edition*. Boca Raton, Fla.: CRC Press.

There will also be readings and cases assigned via the internet. Students are expected to read assignments before the scheduled class date and time.

### Course Objectives

- Identify, define and apply important concepts in personnel administration;
- Identify significant historical events and legal issues in personnel administration;
- Connect the functions of personnel administration to an organization's mission;
- Identify significant challenges in contemporary personnel administration;
- And, think strategically about applying concepts in personnel administration.

### Graded Components

There is a total of 1000 points to be earned for this class, as follows: Graded Component	Total Course Components	Points per Component	Total Points
Class Attendance	15	10	150
Class Participation	15	40	600
Mid-Term Examination	1	100	100
Assessments	2	25	50
Final Examination	1	100	100
Total Points			1000

**Grading Scale:**

Grade	Percentage	Points
A	93-100	930 -1000
A-	90-92	900-929
B+	88-89	880-899
B	83-87	830-879
B-	80-82	800-829
C+	78-79	780-799
C	73-77	730-779
C-	70-72	7000-729
D+	68-69	680-699
D	63-67	630-679
D-	60-62	600-629
F	0-59	0-599

**Class Participation and Attendance**

Participation and attendance are two separate things. Students who simply show up for class and do not actively participate during class will receive only 10 points, but nothing for participation. Students who actively participate in class will receive up to 40 additional points each week. Class time will be made up of lecture, discussion, exercises, case studies and small group projects. Students are expected to have read the assigned reading material (including any case studies assigned or Internet sites identified) prior to the assigned class time and be prepared to discuss and participate in the class discussion.

Participation can also include asking related questions, leading a discussion, volunteering information and bringing information for the class to discuss.

I reserve the right to lower a student's grade due to frequent and unexcused absences. I understand that many students work full-time and have other commitments that at times may result in missed class(s). However, students who miss numerous classes without a legitimate excuse may receive no credit for participation.

Examples of students who will receive full credit for participation and attendance:

- Arrive to class on time and stay until it is over.
- Complete assigned readings and other work.
- Ask or provide related and constructive questions and comments.
- Do not disrupt the class with private conversations or other interruptions.
  - This includes things like "playing" with a laptop or other electronic device during class.
- Consistently participate in the class discussion.

**Academic Integrity:**

Academic dishonesty, including all forms of cheating and/or plagiarism, will not be tolerated in this class. Penalties for an act of academic dishonesty may range from receiving a failing grade for a particular assignment to receiving a failing grade for the entire course. In addition, you may be referred to the Office of Student Judicial Services for discipline that can result in either a suspension or permanent dismissal. The Student Conduct Code contains detailed definitions of what constitutes academic dishonesty, and it can be accessed online at <http://www.emich.edu/policies/policy.php?id=124>.

### **Classroom Management Issues:**

Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the University community. Lack of civility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the Office of Student Services (SJS) for discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cellular phone, texting, or talking while others are speaking. Using a laptop to take notes is acceptable as well as searching for information to help support our class discussion or for group projects.

### **Examinations**

In Class Mid Term Examination 100 Points

In-Class Final Examination 100 Points

Both the Mid-Term and Final Examination will include multiple choice questions. Questions will come from the text, class discussions, cases or any other topics we discuss in the class. Make-up exams can be arranged for unique and justifiable reasons. Arrangements must be agreed to by the instructor in advance of each examination.

### **Extra Credit**

I am often asked about the possibility of extra credit. The only extra credit opportunity that I will allow is for students who miss a class, due to circumstances beyond the student's control. In this case, the student may be allowed to prepare a mini research paper (3 pages max) or arrange a relevant guest speaker. Either option must be pre-arranged with the instructor. The maximum extra credit will be 40 points per student.

### **Case Studies and Assessments**

Each week, we will utilize a case/article or practical exercise that is intended to allow you to apply what we have discussed in class to a relatively real-life situation. While I do expect you to have read the information ahead of class and be prepared to jump in during class, you will be required to prepare two written papers based on the topic we discuss during the week. Each is worth 25 points, and will be due on or before the class week that we discuss that topic. You may pick any case or topic that we cover in the class. The purpose of this assignment is for you to explore the case or topic prior to our class discussion and to become the "expert" for our class. The case or topic is your choice. If you pick a case, you should provide the following information:

1. What are the facts of the case?
2. What HR Issues are relevant in the case?
3. What are possible consequences of the facts/issues?
4. What would you propose to do in this case?
5. How could the situation have been avoided?

If you decide to select a topic instead, select a narrow focus and concentrate on an aspect that is of interest to you.

This assignment should be limited to 2-3 pages. Please give credit to your sources.

I will grade this document based upon your ability to identify the issues, apply concepts and be creative in your solutions. Some research is expected to complete this assignment.

## **Instructor “Office” Hours:**

Feel free to email or call the instructor during the week if you need to discuss assignments or other class issues. If a face to face meeting is needed, please contact me ahead of time.

## **University Services to Assist You in Learning**

### *Disability Resource Center*

It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may impact learning in this class. Students who believe they may have trouble participating or effectively demonstrating learning in this course should meet with me (with or without a Disability Resource Center (DRC) accommodation letter) to discuss reasonable options or adjustments. During our discussion I may suggest you contact the DRC (240K Student Center; 734-487-2470; [drc@emich.edu](mailto:drc@emich.edu)) to talk about academic accommodations and the need for an accommodation letter. You are welcome to talk to me anytime during the semester about such issues, but it is always best if we can talk at least one week prior to the need for any modifications so that I can plan accordingly.

### *Writing Support*

Depending on your needs, there are several options to help you develop your writing skills. Some are available online, and some offer in-person consultation based on sample writing that you take with you. If you have minor problems with punctuation or organizing paragraphs, or if you just want to write cleaner, more concise text, my favorite book to help with this is now offered free online at <http://www.bartleby.com/141/>. Alternatively, you can find a copy at your local library or for sale in the usual places for books. The citation is as follows: Strunk Jr., William and E.B. White. 1918. *The Elements of Style*. Ithaca, N.Y.: W.P. Humphrey. Newer editions are available. Any will work nicely for you.

If you require more serious help, or just want to work with a human being, please consider turning to The University Writing Center, The Academic Projects Center or The Holman Success Center.

- The University Writing Center (115 Halle Library; 487-0694) accepts appointments or you may drop in during regular hours, which can be found at <http://www.emich.edu/uwc/>. The UWC also has several satellite locations across campus (in Owen, Marshall, Pray-Harrold, and Mark Jefferson).
  - The UWC can help you with the writing process, but it does not proof papers for grammar and usage errors.
- The Academic Projects Center (116 Halle Library) also offers one-to-one writing consulting for students, in addition to consulting on research and technology-related issues. Students can make appointments or drop in during regular hours, which can be found at <http://www.emich.edu/apc/>.
- The Holman Success Center offers a variety of programs to help you develop academically. Their offerings and hours can be found at <http://www.emich.edu/hsc/>.
  - The HSC will help you with proofing papers for grammar and usage errors.

## **F and J visa students; you have 10 days to report any:**

➤➤ Changes in your name, residential address, academic status (full or part-time enrollment), program of study or completion date, student level (undergraduate to graduate), or funding source (employment or graduate assistant position.) ➤➤ Intent to transfer to another university.

➤➤ Probation or disciplinary action due to a criminal conviction.

In accordance with the new federal regulations, these must be reported to the EMU Office of International Students (OIS), 229 King Hall within 10 days of occurrence; failure to do so may result in arrest and deportation. You may drop or withdraw from a course without OIS approval. If you have questions or concerns, contact the OIS at 487-3116, not your instructor.

Course Schedule: The schedule is subject to change. Please read all Text material before class.

### **Week - 1: 9/6/2017**

#### **Introduction to the Course**

Introductions and course overview

Syllabus overview

What do you want or need from this course?

Discussion/Lecture questions

Text Chapter 1 – History of Public Service Service

Case Study – Why public-sector HR matters - <https://link.springer.com/article/10.1007/s40685-014-0002-z>

### **Week – 2: 9/13/2017**

#### **Civil Service**

Discussion/Lecture questions

Text Chapter 1 – Civil Service

Case Study – Rutan v. Republican Party of Illinois -

[https://en.wikipedia.org/wiki/Rutan\\_v.\\_Republican\\_Party\\_of\\_Illinois](https://en.wikipedia.org/wiki/Rutan_v._Republican_Party_of_Illinois)

### **Week - 3: 9/20/2017**

#### **Legal Issues in HR**

Overview of previous week

Discussion/Lecture questions

Text Chapter 2

Case Study – Grutter v Bollinger - [https://en.wikipedia.org/wiki/Grutter\\_v.\\_Bollinger](https://en.wikipedia.org/wiki/Grutter_v._Bollinger)

### **Week - 4: 9/27/2017**

#### **Human Resource Planning – Why is there a need to plan**

Overview of previous week

Discussion/Lecture questions

Text Chapter 3

Case Study – Strategic Human Resources -

<https://www.ok.gov/opm/documents/The%20Implementation%20of%20Workforce%20and%20Succession%20Planning%20in%20the%20Public%20Sector.pdf>

### **Week - 5: 10/4/2017**

#### **Job Classification in Public Sector**

Overview of previous week

Discussion/Lecture questions

Text Chapter 4

Case Study - We will work in groups to construct a public-sector job.

### **Week - 6: 10/11/2017**

#### **Compensation**

Overview of previous week

Discussion/Lecture questions

Text Chapter 4

Case Study – We will use what we learned in week 5 to construct a compensation plan.

**Week – 7: 10/18/17**

**Pensions and Benefits**

Overview of previous week

Mid- Term Review

**In Class Mid-Term**

Discussion/Lecture questions

Text Chapter 5

**Week - 8: 10/25/17**

**Employee Recruitment**

Overview of previous week

Discussion/Lecture questions

Text Chapter 6

Case Study – We will construct an employee recruitment program.

**Week – 9 11/1/17**

**Employee Selection**

Overview of previous week

Discussion/Lecture questions

Text Chapter 6

Case Study We will use what we studied in week 8 to develop an employee selection plan.

**Week – 10: 11/8/2017**

**Employee Performance Management**

Overview of previous week

Guest Speaker TBD

Discussion/Lecture questions

Text Chapter - 7

Case Study – Barriers to good performance -

<https://www2.deloitte.com/content/dam/Deloitte/ca/Documents/public-sector/ca-en-public-sector-performance-management-aoda.PDF>

**Week - 11: 11/15/2017**

**EEO and AA**

Overview of previous week

Discussion/Lecture questions

Text Chapter 8

Case Study – TBD

**11/22/2017- No Class**

**Week -12 11/29/2017**

**Diversity in the Public Sector/Nonprofit Workplace**

Overview of previous week

Discussion/Lecture questions Why does diversity matter?

Text Chapter 9

Case Study - <https://www.councilofnonprofits.org/tools-resources/why-diversity-inclusion-and-equity-matter-nonprofits>

**Week – 13 11/29/2017**

**Labor & Management**

Overview of previous week

Discussion/Lecture questions

Text Chapter 10

Case Study – Lehnert v. Ferris Faculty Association

[https://en.wikipedia.org/wiki/Lehnert\\_v.\\_Ferris\\_Faculty\\_Ass%27n](https://en.wikipedia.org/wiki/Lehnert_v._Ferris_Faculty_Ass%27n)

**Week – 1 12/6/2017**

**Labor & Management**

Overview of previous week

Discussion/Lecture questions

Text Chapter 10

Case Study – We will negotiate a mini labor agreement

Final Examination Review

**Week – 15: Final Exam – 12/13/17**

No Class Discussion