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Acknowledgement

This course was originally developed by Professors James Perry and Debra Mesch, School of Public and Environmental Affairs, Indiana University-Purdue University Indianapolis. I have made some adjustments to it.

Course Description

This is a graduate level course aimed at understanding the management process used for getting, using, and discharging employees in governmental organizations and the policy implications of this process. This is not a technical course for personnelists, but a course to put personnel in perspective and show how managers can better use these systems to get work done. The course will be very practical about personnel systems, rather than highly technical.

Course Objective

Our objective is to examine major issues in human resources that managers face, with the emphasis on the manager’s perspective, and to get some exposure to the
technical aspects of personnel so that you will generally understand them and know when, as a manager, you need to get help and if the help is making sense.

**Course Learning Outcomes**

Students who successfully complete this course will be able to:

1. identify and discuss different models for the delivery of HRM;
2. identify the dispositions, norms and behaviors that are appropriate and effective in managing a diverse workforce in the public sector;
3. work with the constitutional and statutory law that governs and influences public HRM;
4. recognize the roles and pitfalls of various HRM tools, including compensation, career development, and recruiting.

**Course Format**

This is a web-based course. I live and work in Virginia and will not be able to meet with or be available to students in person; all of our interaction will be via the internet and, where helpful, by phone. Our internet exchanges will be asynchronous (that is, not at concurrent times). This manner of delivering the course has both advantages and disadvantages.

Among the advantages is that the format gives you a good deal of flexibility about when you log in and contribute. It also gives you time to prepare thoroughly and to reflect about issues raised in the readings, cases, and exercises. The electronic format of our interchanges also provides an opportunity for everyone to contribute, without the constraints of limited time for in-class discussion and differences in speaking skills.

One of the disadvantages of the format is that we will not enjoy the same level of intimacy that can be achieved in a seminar format. Feedback among participants will not be as quick or as rich. My hope, however, is that each of you will carry on your interchanges with me and your peers with care and completeness in your communications and that we make use of good humor. Our communications can (and I hope will) be augmented by phone if that form of two-way communication seems more appropriate and effective on occasion.
Students learn best by actively participating in the teaching-learning process. Since this is a graduate course, I consider all of you to be experienced professionals and in a position to be a valuable resource to each other. You can learn as much from your classmates as from me (indeed, this format may magnify this outcome). One difference between this course and most others in which you and I have been involved is that it is a web-based course, perhaps the first for many of you.

OnCourse: Most of our interactions will occur in the context of OnCourse, a software system that provides a comprehensive set of tools for the creation, management and viewing of sophisticated World Wide Web-based teaching and learning environments. When you registered, you should have received a password that will give you access to the course materials on OnCourse.

Text

Handbook of Human Resource Management in Government (second edition), Stephen E. Condrey, editor. It is important that you get the second edition as it has some new material and different pagination.

Requirements

Cases/Exercises. Fifteen percent of your grade will be determined by written case assignments. These cases are designed to provide you an opportunity to think about how you would handle specific managerial issues. There is no right or wrong answer for the assignments. Grades will be determined by how well you support your arguments. All work is to be submitted on the due date assigned: please mail me a hard copy, post marked by the due date. Regular first class mail is fine: you don’t need to pay for extra delivery services.

The written case assignments are designated in the appropriated Modules. Each assignment should be typed and double spaced. The length of each case is also specified in the Module and will vary according to the nature of the assignment.
You will turn in three written case assignments:

Jan. 26: Strategic Human Resource Management (from Module 1);
February 23: Profit Sharing (from Module 10, and, yes, Module 10 is out of order);
March 30: Evaluating the Recruiting Function (from Module 8).

Research Paper: The major assignment for the term will be a research paper, worth 40 percent of the grade. You will select a topic in the field of governmental personnel management that is of interest to you to explore in the current literature (at least 6 journal articles and texts). You should include articles from scholarly and professional journals as well as practitioner-oriented sources. Begin with a clear statement of the question, problem or situation being explored; analyze the literature, comparing and contrasting definitions of key concepts, assumptions, and findings; and conclude with the applicability and usefulness of the ideas/theory/research for contemporary government, with your recommendations of policies and practices in the workplace. By April 6, submit a one-page description of your paper--the issue or problem you wish to investigate and what information you expect to collect to address the topic. The purpose of this step is to let me advise you if you have chosen a topic that will be too broad or too narrow or difficult to pursue. You may submit this electronically.

The paper will be due April 27. Please mail a hard copy of the paper to my home address as shown on the first page of the syllabus. It will be on time if postmarked by this date.

Participation. Participation is extremely important in this class and accounts for forty-five percent of your grade. Your participation grade will depend on the quantity and quality of your contributions to discussions. Most of the OnCourse discussions will be organized by the topic of a given week (e.g., Strategic Human Resource Management this first week). It is very important for you to logon to OnCourse early in the week (probably Monday) to make your initial contribution to the discussion. It will be necessary for you to return to the discussion at midweek and probably again before the discussion ends on Sunday to review what others have contributed and to follow up with additional contributions of your own.
Requirements for Written Work. All written assignments should be clearly written and well organized. They are to be typed, double spaced, and proofread. Please do not use binders or covers. All assignments are to be mailed to me and postmarked by the date due. I will accept electronic filings from those of you out of the country. Send them to:

Curt Smith  
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Grades

To receive a grade in the “A” range, you will have gone well beyond the criteria of acceptable graduate work. The organization of your work will be easy to follow and the writing will be effective at communicating and convincing. Beyond that, your analysis will be of such outstanding quality that I will be impressed with your comprehension of the material and the solutions that you recommend. Not only will all important factors have been recognized, but you will also have gone beyond the reading material in writing your analysis.

Generally, acceptable graduate work will be assigned a grade in the “B” range. The organization of your work will be easy to follow and the writing style effective. Your analysis will distinguish between fact and opinion and avoid excessive rehashing of the facts. Your writing will also reflect a good understanding of the material and the solutions that you select should follow logically from your analysis and evaluation.

Grades in the “C” range will be assigned if your work falls below graduate quality, if the case analysis is not well written, does not address the issues of the case, did not answer the questions asked, or if the analysis is sketchy or superficial.

(If your writing is deficient, or if you want help in improving your skill, the Writing Centers or Academic Support Services on various IU campuses are available to you.)
Grading Scale

100 equals A+  95 equals A  90 equals A-  87 equals B+  83 equals B
80 equals B-  77 equals C+  73 equals C

Schedule

Module 1: HRM in a Reinvented Government...
Jan 12, 2009 12:00 am    Jan 25, 2009 11:45 pm

Module 2: The Changing Social and Demogr...
Jan 26, 2009 12:00 am    Feb 1, 2009 11:45 pm

Module 3: Human Resource Management Lega...
Feb 2, 2009 12:00 am    Feb 8, 2009 11:45 pm

Module 10: Compensating Employees for Or...
Feb 9, 2009 12:00 am    Feb 22, 2009 12:45 am

Module 5: Job Analysis, Job Descriptions...
Feb 23, 2009 12:00 am    Mar 1, 2009 11:45 pm

Module 6: Managing Careers
March 2, 2009    Mar 8, 2009 11:45 pm

Module 7: Joining and Leaving
Mar 9, 2009 12:00 am    Mar 15, 2009 11:45 pm
Module 8: Recruiting and Selecting Employment  
Mar 16, 2009 12:00 am  Mar 29, 2009 11:45 pm

Module 9: Performance Appraisal Systems  
Mar 30, 2009 12:00 am  Apr 5, 2009 11:45 pm

Module 4: Affirmative Action, Sexual Harassment  
Apr 6, 2009 12:00 am  Apr 12, 2009 11:45 pm

Module 11: Evaluating the Human Resource  
Apr 13, 2009 12:00 am  Apr 19, 2009 12:45 am

Module 12: Radical Reform  
Apr 27, 2009 12:00 am  May 3, 2009 12:45 am

SPEA 2009 Policies  
Syllabus Addendum

Academic Misconduct
Students are responsible for upholding and maintaining academic and professional honesty and integrity (IUPUI Code of Student Rights, Responsibilities, and Conduct, available at [http://www.iupui.edu/code/](http://www.iupui.edu/code/), Part II Student Responsibilities, G). All faculty have the responsibility of fostering the "intellectual honesty as well as the intellectual development of students" and part of this responsibility means that faculty must investigate cases of potential academic misconduct promptly and thoroughly. Faculty members also have the responsibility of taking appropriate action when academic misconduct occurs. The penalties for academic misconduct include but are not limited to lowering a grade on an assignment, lowering a course grade, or failing a student for a course. Significant violations of the Code can result in expulsion from the University.

SPEA faculty take their responsibilities seriously and do not tolerate cheating, plagiarism, or any other form of academic misconduct. If you have not done so, you should read about your responsibilities in the IUPUI Code of Student Rights, Responsibilities, and Conduct to ensure that you understand what these terms mean and what penalties can be issued for academic misconduct.
Plagiarism is the most common academic misconduct violation, and some students, who have been disciplined for plagiarism, have said they were not aware that they had plagiarized their work. Be aware that ‘not knowing’ does not excuse academic misconduct—every student is responsible for knowing the rules. The IU School of Education’s ‘How to Recognize Plagiarism’ is an online tutorial that can help you avoid plagiarism. It can be accessed at [http://www.indiana.edu/~istdl/](http://www.indiana.edu/~istdl/). If you have any questions about what constitutes academic misconduct for a course you are taking, be sure to ask the instructor for an explanation.

The *IUPUI Code of Student Rights, Responsibilities, and Conduct* defines four areas of academic misconduct: cheating, fabrication, plagiarism, and interference. The prohibited activities and actions include the following:

1. **Cheating.** A student must not use or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, including, but not limited to, the following:
   a. A student must not use external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
   b. A student must not use another person as a substitute in the taking of an examination or quiz.
   c. A student must not steal examinations or other course materials.
   d. A student must not allow others to conduct research or to prepare work for him or her without advance authorization from the instructor to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or from files of papers prepared by other persons.
   e. A student must not collaborate with others on a particular project and submit a copy of a written report which is represented explicitly or implicitly as the student's individual work.
   f. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on field work.
   g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor to whom the work is being submitted.
   h. A student must not alter a grade or score in any way.

2. **Fabrication.** A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations to the sources of information.

3. **Plagiarism.** A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:
   a. Quotes another person's actual words, either oral or written;
   b. Paraphrases another person's words, either oral or written;
   c. Uses another person's idea, opinion, or theory; or
   d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

4. **Interference.**
   a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
   b. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

**Whistleblower Policy**

President Herbert has recently approved a whistleblower policy which clarifies the protections available to
individuals who in good faith report suspected wrongdoing. The policy:

- requires individuals to disclose violations of law or university policy
- informs individuals how allegations of wrongful conduct may be disclosed
- protects individuals from reprisal as a result of disclosing wrongful conduct
- provides individuals a complaint process to seek relief from retaliatory acts

The full policy can be reviewed at: http://www.hra.iupui.edu/Policy_Manual/policy/5_10.html.

Classroom Etiquette and Disorderly Conduct

SPEA, which is a professional school, expects students to conduct themselves in a courteous and civil manner in interactions with professors and fellow students. Examples of discourteous behavior during class include reading the newspaper, working crossword puzzles, listening to headphones, talking or laughing with other, arriving late, using computers to surf the web, allowing cell phones to ring or sending text messages, or other non-class activities. These behaviors are distracting to the instructor and to classmates, and SPEA faculty will address these problems as they arise either in class or on an individual basis.

Disorderly conduct that interferes with teaching, research, administration, or other university or university authorized activity will not be tolerated and will be reported immediately to the Office of the Dean of Students for disposition, which may result in disciplinary action, including possible suspension and/or expulsion from the university. Students should read the IUPUI Code of Student Rights, Responsibilities, and Conduct, which can be accessed at http://www.iupui.edu/~slweb/dos/ in order to understand your responsibilities as a student.

Communication between Faculty and Students

In order to verify the identity of all parties involved, effective September 1, 2004, all email communication from current SPEA students to SPEA staff must originate from an Indiana University email account. For email communication with SPEA faculty, current SPEA students should refer to course syllabi for instructors’ preferences (On-course, Webmail, etc.). This policy applies to current students only. Instructions for forwarding your IUPUI email to another account can be found at http://uits.iu.edu/scripts/ose.cgi?berh_def.help

Course Withdrawals

Students who stop attending class without properly withdrawing from the class will receive a grade of F. It is important to withdraw from a course within specified timeframes (see chart below). Note that withdrawals after Week 12 of a regular session or Week 4 of a summer session are rarely granted. Poor performance in a course is not grounds for a late withdrawal.

Withdrawal forms will not be processed in the Office of the Registrar after the last day of classes. Any requests for a late withdrawal after the last day of classes must go through the grade appeal process, but each student should remember that in accordance with campus policy, SPEA does not permit a student to withdraw from a course if he/she has completed the course requirements. Grade replacement should be used in this case. See the Office of the Registrar’s website at http://registrar.iupui.edu/withdraw.html for more information. To withdraw, obtain a withdrawal slip (DROP/ADD Form) from the SPEA Student Services window. Instructions for completing it are given on the form.
<table>
<thead>
<tr>
<th>Withdrawal Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course deleted from record, no grade assigned, 100% refund (Advisor signature IS NOT required)</td>
</tr>
<tr>
<td>Withdrawal with automatic grade of W (Advisor signature IS required)</td>
</tr>
<tr>
<td>Withdrawal with grade of W or F (Advisor and instructor signatures ARE required)</td>
</tr>
</tbody>
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Incompletes
A grade of incomplete (I) indicates that a 'substantial portion' of the work in a course has been satisfactorily but not entirely completed by the student as of the end of the semester. The incomplete can be given to a student facing a hardship such that such that it would be unjust to hold the student to the established time limits for completing the work. To be eligible for the incomplete in a SPEA course, the student’s work must be of passing quality, and the student must have completed 75% of the course requirements. Poor performance in a course is not grounds for an incomplete. SPEA follows the campus guidelines, which may be accessed at the Office of the Registrar’s website at http://registrar.iupui.edu/incomp.html, in awarding incompletes. Incompletes must be removed within a time period not to exceed one year after the semester in which the student was enrolled in the course. The incomplete will revert to an 'F' if the work is not completed within the allotted timeframe established by the instructor.

Grade Changes
Under certain circumstances, students can seek grade changes for previously taken courses if they believe that a grade has been calculated or assigned incorrectly. A student who is seeking a grade change must first contact the instructor and ask for the grade change. In the event the instructor does not change the grade, the student can file a Change of Grade Petition with the Registrar’s Office. In SPEA, a student has 90 days after the conclusion of a course to appeal a grade. In cases of extenuating circumstances, SPEA may consider petitions filed after this date. SPEA will review the request and make a final decision on a case-by-case basis. The Change of Grade petition form is located at the Office of the Registrar’s website at http://registrar.iupui.edu/grdfrm.html.

Final Exam Schedule
If a final exam is given, it must be held on the day and time set in the final exam schedule. If an instructor has changed the final exam date, the student should first consult with the instructor. Students who have more than three final exams in one day or insufficient time to get from one exam to another should consult with their instructors to resolve these conflicts. Exams may not be given in the week before the final exam week. If a student is not able to resolve a final exam problem with the instructor, the student may report the problem to the Director of Undergraduate or Graduate programs. See the Office of the Registrar’s website at http://registrar.iupui.edu/accal.html for the final exam week schedule.

Students Called to Active Duty
SPEA encourages any student who is in the Indiana Military Reserves and is called to active duty to finish
his/her coursework if at all possible. Students who cannot complete their courses have the option of withdrawing with 100% fee refund, but this request must be made within one week of being called to active duty. Students who are called to active duty may qualify for an incomplete (provided that all the above criteria have been met). For further information, please see the Office of the Registrar’s website at http://registrar.iupui.edu/activeduty.html.