

Instructor's Guide for
Human Resources Management for Public and Nonprofit Organizations,
Second Edition

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Jossey-Bass Publishers
2004

Instructor's Guide for
Human Resources Management for Public and Nonprofit Organizations,
Second Edition

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Supplement to *Human Resources Management for Public and Nonprofit Organizations, Second Edition*,
by Joan E. Pynes, ISBN 0-7879-7078-6, cloth, ©2004 Jossey-Bass, An Imprint of Wiley.

PREFACE

Just by reading the local newspaper, one can see the challenges faced by public and nonprofit organizations. They are confronted with tight budgets brought about by tax cuts provided in the early 2000s; the loss of approximately 2.6 million private sector jobs since 2001; and concerns over terrorism, the war, and subsequent obligations in Iraq. Reductions in public dollars and private donations have required public and nonprofit organizations to lay off staff, while demands for services increase. These changes have occurred simultaneously with increasing demands for efficient and effective services.

The new public service has become more diverse. Changing demographics have resulted in an increase in the numbers of employees who are women, members of ethnic and racial minorities, and persons with disabilities. Graduates of schools of public policy and administration are likely to take jobs in the nonprofit sector and show a greater interest in seeking employment opportunities in the private sector. Today's graduates are moving across the three sectors, looking for challenging work and the opportunity to learn new skills. The challenge for public and nonprofit organizations is to design an HRM system that keeps them motivated and able to make a difference through their work.

This *Instructor's Guide* contains three sections. The first section is an outline for a one-semester course, meeting one night per week for three hours for 15-16 weeks. The second section provides an outline for the class taught in an intensive Friday night and four hours on Saturday weekend format.

The third section contains an outline of the chapters in *Human Resources Management for Public and Nonprofit Organizations, Second Edition*, paired with relevant cases, exercises, or additional readings from other sources. Three case books and two books of readings are identified below that can be used as supplemental material to enhance the course.

Supplement to *Human Resources Management for Public and Nonprofit Organizations, Second Edition*, by Joan E. Pynes, ISBN 0-7879-7078-6, cloth, ©2004 Jossey-Bass, An Imprint of Wiley.

Case Books

Reeves, T. Zane (1999). *Cases in Public Human Resource Management*. Itasca, IL: F. E. Peacock Publishers, Inc.

Golembiewski, Robert T., & Stevenson, Jerry G. (1998). *Cases and Applications in Nonprofit Management*. Itasca, IL: F. E. Peacock Publishers, Inc.

Nkomo, Stella M., Fottler, Myron D., & McAfee, R. Bruce (2000). *Applications in Human Resource Management: Cases, Exercises, & Skill Builders* (4th edition). Canada: South-Western College Publishing.

Readings/Research

Ban, Carolyn & Riccucci, Norma M. (Eds.) (2002). *Public Personnel Management: Current Concerns, Future Challenges*. Boston, MA: Addison Wesley Longman.

Hays, Steven W., & Kearney, Richard C. (Eds.) (2003). *Public Personnel Administration: Problems and Prospects*. Upper Saddle River, NJ: Prentice-Hall, Inc.

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**Sample Course Outline
Semester-Length (15-Week) Course**

Human Resources Management

COURSE OBJECTIVES

This course is designed to acquaint the student with human resources management (HRM) in the public and nonprofit sectors. The goal of this course is to provide students with an understanding of the various HRM activities such as recruitment, testing, selection, performance management, labor relations, volunteer management, compensation, and training, so that they can become more effective managers. The topics in this course will be discussed from their technical and value-oriented perspectives. Experiential exercises will be used to simulate personnel/HRM tasks.

REQUIRED TEXT

Joan E. Pynes (2004). *Human Resources Management for Public and Nonprofit Organizations* (2nd edition). San Francisco, CA: Jossey-Bass, Inc.

CASE BOOK & READINGS TEXTS (to be decided by individual instructors)

Ban, Carolyn & Riccucci, Norma M. (Eds.) (2002). *Public Personnel Management: Current concerns, Future Challenges*. Boston, MA: Addison Wesley Longman.

Golembiewski, Robert T., & Stevenson, Jerry G. (1998). *Cases and Applications in Nonprofit Management*. Itasca, IL; F. E. Peacock Publishers, Inc.

Hays, Steven W., & Kearney, Richard C. (Eds.) (2003). *Public Personnel Administration: Problems and Prospects*. Upper Saddle River, NJ: Prentice-Hall, Inc.

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Nkomo, Stella M., Fottler, Myron D., & McAfee, R. Bruce (2000). *Applications in Human Resource Management: Cases, Exercises, & Skill Builders* (4th edition). Canada: South-Western College Publishing

Reeves, T. Zane (1999). *Cases in Public Human Resource Management*. Itasca, IL; F. E. Peacock Publishers, Inc.

MAJOR ASSIGNMENTS

A. Assignments from the case books or books of readings (to be decided by individual instructors)

B. RESEARCH PAPER:

You are required to prepare a term paper that deals with one aspect of public or nonprofit HRM. The topics must be related to the topics covered in class and chapters. If you are unsure of a topic, please run it by me. For example, Reinventing Government is not an appropriate topic unless you tie it to one of the functional areas of personnel/HRM. The paper must conform to the latest edition of the Publication Manual of the American Psychological Association (APA). Two copies of the paper must be submitted. One copy will be returned to you.

Additional paper requirements can be found on the last page.

The papers will be due on Week 13. Anyone wanting to submit a paper earlier than this date may do so. I will review your paper and comment on its contents, enabling you to revise it if you so choose. (Papers for revision will be accepted until Week 11.)

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EXAMS

A midterm exam is scheduled for Week 8. The exam will be essay and short answer format. Please bring a calculator to the exam.

A final exam is scheduled for the last week of the semester. The exam will be comprehensive, covering all of the material that was reviewed in class.

OTHER IMPORTANT INFORMATION

Chapter assignments are subject to change. However, you will be notified in advance of any changes. Students who are absent from class should contact me to determine if assignments have been changed.

Because the class is experiential in nature, class attendance and participation is expected. Active learning requires more than regular class attendance; it requires that each student participates fully in all aspects of the course, prepares fully for each class meeting, and completes all assignments on time. A good discussion occurs when each participant has thought about themes and issues from the reading, and brings ideas and questions to raise in these discussions. Students who are absent from class will not be able to make up missed in-class exercises/assignments. At the beginning of each class a sign-in sheet will be circulated. Students who are late must make sure that they sign the sheet at the end of class. Signing the attendance sheet is the student's responsibility. Students will be considered absent if their names are not on the attendance roster.

Lectures and class exercises will parallel the topics covered in the readings; however, other information will also be introduced. Students are responsible for all lecture information as well as the readings. If you have questions about the readings, please ask for clarification because the topic(s) or questions may not be addressed in class discussions or lectures.

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Throughout the semester, a strong emphasis will be placed on the quality of your oral and written expression. Students will be expected to communicate at a graduate level in both media. Poorly written assignments will be severely penalized. ***Assignments which are submitted late without permission may be subject to a penalty. **Please note: Assignments will be graded more rigorously as the semester progresses.**

DETERMINATION OF FINAL GRADE

Your final grade will be decided by the accumulation of points:

Attendance	15 pts.
Term paper	30 pts.
Final Exam	50 pts.
Case Studies/Exercises	10 pts. each
Midterm	40 pts.

The maximum number of points will be totaled at the end of the semester.

94 percent and above = A

90-93 percent = A-

86-89 percent = B+

83-85 percent = B

80-82 percent = B-

75-79 percent = C+

70-74 percent = C

65-70 percent = C-

Below 65 = D

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Papers and exercises will be returned to you. Students may review their final exams during the following semester. I will retain the final exams and unclaimed assignments for one month into the next semester, after which they will be discarded. Students wishing to review their final exams must do so prior to that time.

Please put only your Social Security Number on assignments

ASSIGNMENTS

Week 1

Pynes

Preface

Chapter 1: Human Resources Management in a Dynamic Environment

Chapter 2: Strategic Human Resources Management and Planning

Week 2

Pynes

Chapter 3: Strategic Human Resources Management and Technology

Chapter 4: Equal Employment Opportunity

Case Studies, Readings, and Exercises to be decided by individual instructors

Week 3

Pynes

Chapter 5: Valuing a Diverse Workforce

Case Studies, Readings, and Exercises to be decided by individual instructors

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Week 4

Pynes

Chapter 6: Volunteers in the Public and Nonprofit Sectors

Case Studies, Readings, and Exercises to be decided by individual instructors

Week 5

Pynes

Chapter 7: Job Analysis

Case Studies, Readings, and Exercises to be decided by individual instructors

Week 6

Pynes

Chapter 8: Recruitment and Selection

Case Studies, Readings, and Exercises to be decided by individual instructors

Week 7

Pynes

Chapter 8: Recruitment and Selection, continued

Case Studies, Readings, and Exercises to be decided by individual instructors

Week 8

Midterm Exam

Week 9

Pynes

Chapter 9: Performance Management

Case Studies, Readings, and Exercises to be decided by individual instructors

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Week 10

Pynes

Chapter 10: Compensation

Case Studies, Readings, and Exercises to be decided by individual instructors

Week 11

Pynes

Chapter 11: Benefits

Case Studies, Readings, and Exercises to be decided by individual instructors

Week 12

Pynes

Chapter 12: Training and Development

Case Studies, Readings, and Exercises to be decided by individual instructors

Week 13

Pynes

Chapter 13: Collective Bargaining in the Public and Nonprofit Sectors

Week 14

Pynes

Chapter 14: Conclusion: Challenges for Public and Nonprofit Organizations

Case Studies, Readings, and Exercises to be decided by individual instructors

Week 15

Final Exam

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PAPER REQUIREMENTS

- Introductory parts (Why you chose the topic you did and how it relates to public or nonprofit HRM) - clear explanation
- Integration of findings, not just a summary/description of the articles
- Use of examples to illustrate points
- Implications and applications for public/nonprofit personnel administration
- Conclusion/Summary

There is no minimum page limit. However, the research paper must be written at a graduate level and must be well balanced representing all sides of the topic.

Your paper will be evaluated on the following criteria:

- Organization
- Use of subheadings
- Well-developed paragraphs
- Transitions used effectively
- Provided final summary, recap, or conclusion
- Correct word choice and usage
- Sentence length and structure easy to read
- Style of expression corresponded to subject, audience
- Include complete citation in conformance with APA
- Current references (2001 or later)
- Number of citations/references (Minimum of fifteen, eight must be from professional or academic journal articles and not books. Magazines such as *Time*, *Working Women*, *Fortune*, and so on are not academic or practitioner journals and do not count as one of the eight).
- Paper was proofread for punctuation, grammar, and spelling

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Errors which are not acceptable include:

Misspellings;

Sentence fragments;

Run-on sentences;

Lack of capitalization at the beginning of a sentence;

Serious errors in punctuation that inhibit understanding;

Errors in verb tense;

Subject and verb disagreement;

Lack of conformity with assignment; and

Improper citation.

Sample Course Outline
Weekend Intensive Course

Friday 5:30-10:00 pm
Saturday 8:00 am - 1:30 pm

Human Resources Management

This course is designed to acquaint the student with human resources management (HRM) in the public and nonprofit sectors. The goal of this course is to provide students with an understanding of the various HRM activities such as recruitment, testing, selection, performance management, labor relations, volunteer management, compensation, and training, so that they can become more effective managers. The topics in this course will be discussed from their technical and value-oriented perspectives. Experiential exercises will be used to simulate personnel/HRM tasks.

REQUIRED TEXTS

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CASE BOOK & READINGS TEXTS: (To be decided by individual instructors)

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ASSIGNMENTS

A. CASE ANALYSES/EXERCISES/READINGS

Students are required to write written responses to the questions at the end of each assigned case or complete the assigned exercise. The answers must be well written and based on the theories and practices of HRM discussed in the Pynes book. Any opinions you have must be substantiated within the accepted guidelines of HRM.

B. RESEARCH PAPER

You are required to prepare a term paper which deals with one aspect of public or nonprofit personnel/HRM administration. The topics must be related to the topics covered in class and chapters. If you are unsure of a topic, please run it by me. For example, Reinventing Government is not an appropriate topic unless you tie it to one of the functional areas of personnel/HRM. The paper must conform to the latest edition of the Publication Manual of the American Psychological Association (APA). Two copies of the paper must be submitted, one of which will be returned to you.

Additional paper requirements can be found on the last page.

Papers are due on XX. Anyone wishing to submit a paper earlier than this date, may do so. I will review your paper and comment on its contents, enabling you to revise it if you so choose. (Papers for revision will be accepted until XX).

C. EXAM

A final exam is scheduled for the last Saturday the class meets. The exam will be comprehensive, covering all of the material reviewed in class.

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OTHER IMPORTANT INFORMATION

Chapter assignments are subject to change, however, you will be notified in advance of any changes.

Because the class is experiential in nature, class attendance and participation are expected. Active learning requires more than regular class attendance; it requires that each student participate fully in all aspects of the course, prepare fully for each class meeting, and complete all assignments on time. A good discussion occurs when each participant has thought about themes and issues from the readings, and brings ideas and questions to raise in these discussions. Students who are absent from class will not be able to make up missed in-class exercises/assignments. At the beginning of each class a sign-in sheet will be circulated. Students who are late must make sure they sign the sheet at the end of class. Signing the attendance sheet is the student's responsibility. Students, whose names do not appear on the attendance roster, will be considered absent.

Lectures and class exercises will parallel the topics covered in the readings; however, other information will also be introduced. Students are responsible for all lecture information as well as for the readings. If you have questions about the readings, please ask for clarification, as the topic(s) or questions may not be addressed in class discussions or lectures.

Throughout the semester, a strong emphasis will be placed on the quality of your oral and written expression. Students will be expected to communicate at a graduate level in both media. Poorly written assignments will be severely penalized.

Assignments which are submitted late, without permission, may be subject to a penalty.

Please note: Assignments will be graded more rigorously as the semester progresses.

Because of its intensive weekend format, attendance at all classes is required. Students who miss more than four hours of class time throughout the term, will receive an "Incomplete" grade.

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DETERMINATION OF FINAL GRADE

Your final grade will be decided by the accumulation of points:

Participation	15 pts.
Term Paper	30 pts.
Final Exam	50 pts.
Case Analyses /Exercises	10 pts. each
Argumentative Paper	15 pts.

The maximum number of points will be totaled at the end of the semester.

94 percent and above=A

90-93 percent = A-

86-89 percent = B+

83-85 percent = B

80-82 percent = B-

75-79 percent = C+

70-74 percent = C

65-70 percent = C-

below 65 = D

Papers and exercises will be returned to you. Students may review their final exams during the following semester. I will retain the final exams and unclaimed assignments for one month into the next semester, after that they will be discarded. Students wishing to review their final exams must do so prior to that time. **Please put only your Social Security Number on assignments.**

ASSIGNMENTS

Weekend 1

Pynes

Preface

Chapter 1: HRM in a Dynamic Environment

Chapter 2: Strategic HRM and Planning

Chapter 3: Strategic HRM and Technology

Chapter 4: Equal Employment Opportunity

Chapter 5: Valuing a Diverse Workforce

Case Studies, Readings, and Exercises to be decided by individual instructors

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Weekend 2

Civil Service Argumentative Paper is due

Pynes

Chapter 6: Volunteers in the Public and Nonprofit Sector

Chapter 7: Job Analysis

Chapter 8: Recruitment and Selection

Chapter 9: Performance Management

Case Studies, Readings, and Exercises to be decided by individual instructors

Weekend 3

Pynes

Chapter 10: Compensation

Chapter 11: Benefits

Chapter 12: Training and Development

Case Studies, Readings, and Exercises to be decided by individual instructors

Weekend 4

Pynes

Chapter 13: Collective Bargaining in the Public and Nonprofit Sectors

Chapter 14: Conclusion: Challenges for Public and Nonprofit Organizations

Case Studies, Readings, and Exercises to be decided by individual instructors

Saturday

Final Exam

PAPER REQUIREMENTS

Introductory parts (Why you chose the topic you did, and how it relates to public or nonprofit HRM) - clear explanation

Integration of findings-not just a summary/description of the articles

Use of examples to illustrate points

Implications and applications for public/nonprofit personnel administration

Conclusion/Summary

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There is no minimum page limit. However, the research paper must be written at a graduate level, and must be well balanced, representing all sides of the topic.

Your paper will be evaluated on the following criteria:

Organization

Use of subheadings

Well developed paragraphs

Transitions used effectively

Final summary, recap, conclusion

Correct word choice and usage

Sentence length and structure easy to read (syntax)

Style of expression corresponds to subject, audience

Include complete citation in conformance with APA

Current references (2001 or later)

Number of citations/references (minimum of fifteen, eight of which must be from professional or academic journal articles, not books. Magazines such as Time, Working Women, Fortune and so on, are not academic or practitioner journals and do not count as one of the eight).

Paper must be proofread for punctuation, grammar, spelling

Errors that are not acceptable include:

Misspellings;

Sentence fragments;

Run-on sentences;

Lack of capitalization at the beginning of a sentence;

Serious errors in punctuation that inhibit understanding;

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Errors in verb tense;

Subject and verb disagreement;

Lack of conformity with assignment; and

Improper citation.

Outline of Chapters in
Human Resources Management for Public and Nonprofit Organizations,
Second Edition
(paired with relevant cases, exercises, or additional readings)

Part One: Human Resources Management in Context

Pynes

Chapter 1: Human Resources Management in a Dynamic Environment

Questions and Exercises

1. Identify how the HR challenges discussed in the chapter are evident in a current or past employer.
2. How well do you think HR as a profession responds to the social and workplace trends affecting HR today?
3. Why is it important for HRM to evolve from an administrative and operational role to a strategic one?
4. Visit the U.S. Department of Labor, Bureau of Labor Statistics website at <http://www.bls.gov>, and review *Occupation Outlooks and Demographics Data*. What additional workforce changes do you believe might take place in the next five to ten years?
5. Visit the *Monthly Labor Review Online* at www.bls.gov/opub/mlr/mlrhome.htm. Review the two most recent editions. Select two articles from each edition. What topics are discussed and why do the authors think they are important? Explain.

Nkomo, Fottler & McAfee

Exercise 3: Scanning the Contemporary Work Environment

Ban & Riccucci

Chapter 1: Public Personnel Management: Where Has It Been, Where Is It Going?

Chapter 4: Administrative Reform and Public Personnel Management

Chapter 17: Human Resources Management in Nonprofit Organizations

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Hays & Kearney

Chapter 1: The Political Context of Public Personnel Administration

Chapter 2: Competing Perspectives on Public Personnel Administration: Patronage, Civil Service, and Privatization

Chapter 3: What Every Public Personnel Management Should Know About the Constitution

* * *

Pynes

Chapter 2: Strategic Human Resources Management and Planning

Questions and Exercises

1. What are the main barriers that prevent an organization from taking a more strategic approach to HR? Why do they exist and how can they be overcome?
2. What is the role of HR in your organization? Why does it assume that role?
3. What can HRM do to make senior and line managers take more of an investment approach to human assets?
4. Why must HR planning be seen as a process flowing from the organization's strategic plan?
5. Arrange yourselves in small groups of 4-5 students and compare and contrast similarities and differences among the organizations you work for. What factors appear to influence how an organization perceives the value of its employees?
6. Assume that as a result of HR planning you discover a shortage of *direct service workers* but a surplus of *administrative* workers. Discuss the actions that might be taken to address the imbalance and explain why they must be approached carefully.
7. Go to the U.S. General Accounting Office (GAO) website, www.gao.gov, and review its reports on "Human Capital." What strategies and recommendations do you think should be used by your agency?
8. Go to the U.S. Office of Personnel Management (OPM) website on Federal Human Capital, www.fhcs.opm.gov, and review its reports on "Federal Human Capital." What strategies and recommendations do you think should be used by your agency?

Reeves

Chapter 20: Smoky Bear Is an Underfill

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Nkomo, Fottler & McAfee

Exercise 4: Evaluating the Financial Impact of Human Resource Management Activities
Skill Builder 23: Human Resource Forecasting Assignment

Ban & Riccucci

Chapter 2: The Changing Role of the Personnel Office

* * *

Pynes

Chapter 3: Strategic Human Resources Management and Technology

Questions and Exercises

1. Describe the advantages and disadvantages of employees using a web-based HRIS.
2. Has technology transformed your job? If so, how?
3. In small groups, identify and discuss the significant trends related to information technology.
4. What initiatives have been established to meet technology challenges?
5. Go to the online version of *Governing Magazine*, <http://www.governing.com>, and look under technology. What are some of the topics being discussed and how might they affect your organization?
6. Go to *Government Technology Executive News*, <http://www.govtech.net/news>. What are some important topics that government executives need to be aware of?
7. Go to the online version of *The Chronicle of Philanthropy*, <http://philanthropy.com>. What are some of the technology topics being discussed and how might your organization be affected?
8. Go to the Center for Technology in Government, <http://www.ctg.albany.edu>, and the Center for Digital Government, www.centerdigital.gov.com. What are some of the technology topics being discussed and how might your organization be affected?

Ban & Riccucci

Chapter 3: Technology and Human Resources

* * *

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Chapter 4: Equal Employment Opportunity

Questions and Exercises

1. If you were asked by an employer to review an employment decision to determine if discrimination had occurred, what factors would you consider and how would you evaluate them?
2. In small groups, discuss what kind of policies and training programs exist in your organizations that address equal employment opportunity.
3. Visit the U.S. Equal Employment Opportunity Commission (EEOC) website, <http://www.eeoc.gov>. What kind of discrimination (race, sex, disability, national origin, religion) is most prevalent in the region where you live? Explain why you think that is.
4. What is your opinion of the EEOC website from an employer's perspective and from an employee's perspective? Are there any changes you would make? If so, what are they?

Golembiewski & Stevenson

Chapter 14: HIV and Employee Rights

Nkomo, Fottler & McAfee

Case 9: Unfair Promotions at Food Chain Supermarkets

Exercise 12: Is This Unlawful Discrimination?

Exercise 14: Understanding the Americans With Disabilities Act

Incident 15: The Employee With AIDS

Hays & Kearney

Chapter 15: Equal Employment Opportunity and Affirmative Action in the Public Sector

* * *

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Pynes

Chapter 5: Valuing a Diverse Workforce

Questions and Exercises

1. In small groups, identify and discuss the significant trends related to diversity. What initiatives have been established in your agencies to meet these challenges?
2. Visit the U.S. Census Bureau website, www.census.gov. Select a state and identify the demographic trends in that state. What do the trends indicate? How can employers prepare for the future?
3. Visit the American Association of Retired Persons (AARP) website, www.aarp.org. What are the most pressing issues facing senior citizens?
4. Visit the 9 to 5 National Association of Working Women website, www.9to5.org. What issues are of concern to working women?
5. Visit the Department of Justice Pride website, www.DOJPride.org, and the FederalGlobe website, www.federalglobe.org. What issues are of concern to gay and lesbian federal employees?

Reeves

Chapter 12: An African American Woman Among the Good Ol' Boys in Indiana

Chapter 13: Jailhouse Follies

Golembiewski & Stevenson

Chapter 20: An Unwelcome Advance

Chapter 24: The Diverse Meanings of Diversity

Nkomo, Fottler & McAfee

Case 7: The Storage Room Massage: A Case of Sexual Harassment?

Case 8: Same Sex Sexual Harassment

Ban & Riccucci

Chapter 6: The Immortality of Affirmative Action

Chapter 7: Managing Diversity in the Government Workplace

Chapter 8: Lesbians and Gay Men in the Public Sector Work Force

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Hays & Kearney

Chapter 16: Sexual Harassment in the Workplace

Chapter 17: Working Together: Meeting the Challenge of Workplace Diversity

Chapter 18: The Difference That Gender Makes

Chapter 19: Disabled or Not Disabled: How Does the Americans With Disabilities Act Affect Employment Policies?

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Chapter 6: Volunteers in the Public and Nonprofit Sectors

Questions and Exercises

1. What are some of the organizational benefits associated with having volunteer programs?
2. What are some of the organizational disadvantages associated with having volunteer programs?
3. In small groups, discuss the types of volunteer programs offered by your organizations.
4. Visit the City of Virginia Beach website on volunteer opportunities, www.vbgov.com/dept/vcc/. What types of volunteer positions are available?
5. Visit the Girl Scouts of America website, www.girlscouts.org. What types of volunteers are needed?
6. Visit the Minnesota Council of Nonprofits website, www.mncn.org. What resources are available for volunteer programs?

Golembiewski & Stevenson

Chapter 3: Greed, Sex and Abuse of Power

Chapter 13: Camp Robinson

Chapter 15: The Supply Side of Volunteerism

Chapter 33: The Midvalley Recreation Department

Nkomo, Fottler & McAfee

Case 50: Rewarding Volunteers

Hays & Kearney

Chapter 20: Supplementing Common Myths With Uncommon Management: The Effective Involvement of Volunteers in Delivering Public Services

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Part Two: Methods and Functions of Human Resources Management

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Chapter 7: Job Analysis

Questions and Exercises

1. Discuss the various methods by which a job analysis can be completed. Compare and contrast these methods, noting the pros or cons of each.
2. Discuss why the American With Disabilities Act (ADA) has heightened the importance of job analysis activities.
3. Explain how you would conduct a job analysis for an agency that had never conducted one and that did not have job descriptions.
4. Do you agree with the reasons Sanchez and Levine (1999) use the term *work* analysis instead of *job* analysis? Explain your reasons.
5. Why is strategic job analysis important for organizations that want to be competitive in the 21st century?
6. Visit the O*Net website, <http://online.onetcenter.org/>. Conduct a skills search for your position. Are the skills identified by O*Net similar to the skills you possess?
7. Identify five job titles and their job descriptions in your agency. Visit *The Dictionary of Occupational Titles* website, http://www.theodora.com/dot_index.html. Are the job descriptions for the positions you identified consistent with the position descriptions in your agency?

Nkomo, Fottler & McAfee

Case 17: Employee Layoffs at St. Mary's Hospital

Exercise 21: Writing Job Descriptions

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Chapter 8: Recruitment and Selection

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Questions and Exercises

1. What are some of the risks associated with not staffing an organization correctly?
2. Discuss what strategic recruiting considerations should be addressed by your organization and why.
3. Does your organization use Internet recruiting? If so, what are the advantages and disadvantages? If your organization does not use Internet recruiting, go online and find an organization that utilizes web-based recruitment. What is your opinion of the website?
4. Devise a recruitment and selection system for the following positions. What considerations need to be taken into account?
 - a) Executive Director of a Human Services Nonprofit
 - b) Budget Analyst for a Local Government
 - c) City Manager
 - d) Police Officer
 - e) Social Worker
5. Visit *The Chronicle of Philanthropy* website, <http://philanthropy.com>; the Action Without Borders website, www.idealists.org; and the Job Corner Alert, Foundation Center website, <http://fdncenter.org/pnd/jobs/>. Are there any patterns in regard to the types of positions that are advertised?

Nkomo, Fottler & McAfee

Exercise 29: Evaluating the Recruiting Function

Exercise 30: Selection Decisions

Skill Builder 35: Evaluating Job Applicant Forms

Skill Builder 36: Staffing for a Telecommuting Job

Ban & Riccucci

Chapter 12: Hiring in the Federal Government: The Politics of Reform

Hays & Kearney

Chapter 8: Issues, Challenges, and Changes in Recruitment and Selection

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Chapter 9: Performance Management

Questions and Exercises

1. Identify the major strategic issues an employer, department or supervisor faces in designing a performance management system.
2. What are the advantages and disadvantages of 360-degree feedback systems?
3. Select five different positions in your organizations and decide what sources would be appropriate for performance feedback.
4. In small groups, select an occupation and design a performance management system for this position.
5. Visit the U.S. Department of Personnel (OPM) website, www.opm.gov/perform/. What performance management strategies are recommended by OPM?
6. Assume you are a performance evaluation consultant and visit the University of California at San Diego's Guide to Performance Management website, www-hr.ucsd.edu/~staffeducation/guide. How comprehensive is the guide? Is there any information that needs to be added? Any that needs to be deleted?
7. Visit the U.S. Department of Interior's Office of Planning and Performance Management website, www.doi.gov/ppp/. Is there information on the website that would be useful to your organization? Explain.

Reeves

Chapter 21: To Protect and to Serve

Golembiewski & Stevenson

Chapter 30: Putting the Pieces in Place

Ban & Riccucci

Chapter 13: Employee Performance Appraisal and Pay for Performance in the Public Sector: A Critical Examination

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Hays & Kearney

Chapter 11: The Trails and Tribulations of Performance Appraisal: Problems and Prospects on Entering the Twenty-First Century

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Chapter 10: Compensation

Questions and Exercises

1. What type of equity (external, internal or employee) is more important to you? Explain.
2. Review current copies of the *ICMA Newsletter*, *IPMA Newsletter*, *The Chronicle of Philanthropy* or *The Nonprofit Times*. What positions receive the highest salaries? What factors do you think are most important in determining compensation?
3. In small groups, discuss the compensation policy in the organizations where you work. What is the basis for the policies? Does one organization have a more progressive policy than the others?
4. Go to the U.S. Office of Personnel Management (OPM), <http://www.opm.gov>. How many different salary schedules are there? For what positions?
5. Using the Internet, find salary schedules for two local governments, two state governments, and two nonprofit organizations. What are the similarities and/or differences across all six organizations?
6. Visit the AFL-CIO website, www.AFL-CIO.org. What is the union's position on the proposed changes to overtime pay? What are its concerns about executive compensation?

Reeves

Chapter 4: Paying the Tucson Police

Chapter 5: Flexing to Avoid Overtime

Chapter 6: No More Nittany Lions

Nkomo, Fottler & McAfee

Case 51: Managing Nonmonetary Compensation

Exercise 54: Job Evaluation at Smithfield County Health Services

Incident 58: Merit Increases

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Chapter 11: Benefits

Questions and Exercises

1. Why are benefits strategically important to employers?
2. You are to establish a benefits program for your employees. What things should you consider and why?
3. Visit the U.S. Department of Labor, Employee Benefits Security Administration website, www.dol.gov/ebsa. Find information on three benefits that you were not familiar with that are important to you, and share them with the class.
4. Visit the Employee Benefit Research Institute's website, www.ebri.org. What should employers and employees know about employee benefits?
5. Each state has its own worker's compensation policy. Select two states and compare and contrast their policies. For additional information on worker's compensation visit www.law.cornell.edu/topics/workers_compensation.html.
6. In the wake of corporate scandals, many private sector employees are finding their pensions at risk, and many public sector pension funds hit by declines in the stock market are underfunded. Visit the Pension Rights Center website, www.pensionrights.org/index.htm/ and the Pension Benefit Guaranty Corporation website, www.pbgc.gov, and develop a list of five questions to ask your pension administrator about the solvency of your future pension.

Golembiewski & Stevenson
Chapter 22: For Better or Worse

Nkomo, Fottler & McAfee
Exercise 22: Work and Family Issues
Incident 59: The Medical Leave Problem
Incident 60: The Educational Leave Problem

Ban & Riccucci

Chapter 10: Chronic Health Challenges and the Public Workplace

Hays & Kearney

Chapter 12: Public Employee Benefits and the Changing Nature of the Workforce

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Chapter 12: Training and Development

Questions and Exercises

1. Discuss why training must be a strategic imperative in today's organizations.
2. What kinds of analyses need to be made to determine the training needs of an organization, individual employees, an entire unit?
3. In small groups, share your experiences with training. What are some of the advantages and disadvantages of the different training methods and delivery discussed in this chapter?
4. You are the head of a department. What method(s) of training and career development would you use with a talented employee?
5. Visit the American Society for Training and Development (ASTD) website, www.astd.org. What training topics are being discussed? Is there a need for a professional society devoted to training and development activities?
6. Visit the International City/County Management Association (ICMA) website, www.icma.org. What types of professional development opportunities is it promoting?
7. Visit NPO Net- For and About Chicago Area Nonprofits website, www.npo.net. What kinds of training and professional development opportunities is it promoting?
8. Using the Internet, identify internship opportunities in federal, state, and local government and nonprofit organizations. How are the internships similar? How are they different? Explain.

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Fearless Freddy Fuego

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Case 37: Career Development at Electronic Applications

Case 39: The Mentoring Problem at Walnut Insurance

Exercise 41: Design and Evaluation of Training Programs

Incident 44: The Cultural Diversity Training Program

Ban & Riccucci

Chapter 14: Understanding Training in the Public Sector

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Pynes

Chapter 13: Collective Bargaining in the Public and Nonprofit Sectors

Questions and Exercises

1. From an employee perspective, what are some advantages of working in a unionized organization? What are some disadvantages?
2. From a management perspective, what are some advantages of a unionized organization? What are some disadvantages?
3. Why is unionization growing in the public and nonprofit sectors and retracting in the private for-profit sector?
4. In recent years, identify three issues that unions have been fighting for during contract negotiations. Were they successful? Explain.
5. Visit the National Labor Relations Board website, www.nlr.gov. Why is it important for public employees and employers to understand the National Labor Relations Act as amended?
6. Visit the American Arbitration Association website, www.adr.org. What are some of the requirements needed to become a labor arbitrator? Do you possess those characteristics and training?
7. Visit the American Federation of State County and Municipal Employees' (AFSCME) website, www.afscme.org, and the Service Employees International Union (SEIU) website, www.seiu.org. Identify three issues that health care workers are concerned about. Identify

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three issues that public employees in general are concerned about. Are these issues important to you as well? Explain.

8. Visit the National Public Employers Labor Association (NPELRA) website, www.npelra.gov. Identify three issues of concern to public employers. Are you concerned about those issues? Explain.

Reeves

Chapter 10: Taking the Firefighters' Heat

Chapter 11: Holiday Time for Prison Guards

Ban & Riccucci

Chapter 9: Revisiting the Reinvented Public Union

Hays & Kearney

Chapter 22: Problems and Prospects for Public Employee Unions and Public Managers

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Chapter 14: Conclusion: Challenges for Public and Nonprofit Organizations

To be discussed and started at the beginning of the semester/quarter

Nkomo, Fottler & McAfee

Term Project: Human Resource Evaluation

Term Project: Human Resource Manager Interview

Hays & Kearney

Chapter 23: Facing Fundamental Challenges in Reforming Public Personnel Administration

Chapter 24: Reforming Public Sector Human Resources Management: Best Practices From the Practitioner's View

Chapter 25: The Reform Agenda: Where Do We Go From Here?