

UNIVERSITY of NORTH TEXAS
Fall 2019 PADM 5030-001
Public Human Resources Management
Gateway Room 131
Wednesday, 6:00 p.m. to 8:50 p.m.

Instructor: Lisa Dicke, Ph.D.

Office location: Chilton Hall, Room 204G

Office hours: Monday 4:00 – 5:30, and Wednesday 3:30 – 5:00, or by appointment

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Course Contents

The purpose of this course is to provide a broad perspective of public personnel management. Topics including recruitment and selection, position analysis, compensation and benefits, collective bargaining, administrative ethics, and management responsibilities will be examined. The course will also provide students with opportunities to develop critical thinking about contemporary workplace issues using case study methods. The course covers a broad range of topics and is not designed to train personnel specialists but will provide an understanding of the basic elements of public personnel management.

Expected Competencies:

To articulate and apply a public service perspective

To communicate and interact with a diverse and changing workforce and citizenry

To plan and execute strategies for recruiting, retaining and engaging public employees

UNIVERSITY POLICY ON DISABILITY ACCOMMODATION:

The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request (obtained at the Office of Disability Accommodation), to the instructor if an accommodation is needed. No requirement exists that accommodations be made prior to completion of this approved University process.

Texts--Required

Berman, E.M., Bowman, J.S., West, J.P., and VanWart, M. (2016). Human Resource Management in Public Service: Paradoxes, Processes, and Problems. 5th ed. Thousand Oaks, CA: Sage. [This text is to as Berman in class and on your syllabus].

Meyer, C.K., Noe, L.J., Geerts, J.A. and Frank, G.L. (2012). Managing People as Assets. Des Moines, IA: Millennium HRM Press. [This case study book is referred to as Meyer in class and on your syllabus. It is less expensive to get the book at the publisher's link below than ordering it from Amazon. However, if you are part of Kindle's Unlimited book group you may be able to access it for free].

<http://millenniumhrmpress.com/product/managing-people-as-assets/>

Other required readings are listed on the syllabus [RR]

Assignments and Course Expectations

Reading assignments, written assignments, lectures, class discussions and case studies are used to facilitate mastery of the course content. Grades will be based on examinations, written assignments, presentations and on the quality of class participation. Examinations and written assignments will test demonstrated knowledge, integration, and evaluation of the course material. The midterm and final examinations will consist of essay questions.

Exams: (Competencies: ability to use data and material to support ideas, clarity in written communications, recognition of trade-offs in decisions and awareness of ethical dilemmas and ability to adopt diverse perspectives)

Exams (midterm and final) will consist of essay questions. Exam questions will address all reading materials assigned, as well as classroom lectures and discussions. The final will cover materials assigned in the second one-half of the course—it is not comprehensive.

The final grading for the course will be based on the following:

Midterm	20%	(100 points)
Final examination	20%	(100 points)
Class Participation	25%	(100 points)
Individual presentations/Memo	15%	(50 points)
Case study (Case 14 = 100 points)	20%	(100 points)

Class Participation: (Competencies: ability to work in groups and discuss key ideas in a respectful and thoughtful manner. Listening and encouraging participation of all group members and considering diverse points of view)

Students are expected to complete all readings *prior to class*. Failure to prepare meaningfully to participate in the classroom discussions will result in a **significant** reduction in your classroom participation score. Attendance is not the same as participation.

Individual Presentation: (Competencies: ability to recognize and communicate key ideas with clarity and professional acumen—speaking clearly, evident preparation-- professional demeanor, concise communications, time-limits observed)

Each student will present an article or a case to the class. These materials will be taken from the assigned readings. Presentations should include a brief overview of the content of the article and the relevance of the information for the contemporary public or personnel manager. Presentations will be time-limited (4-5 minutes), so clarity is of the essence. The student presenter will also prepare a 1-2 page, double-spaced typewritten memo that identifies key HRM points and provides a brief discussion of the usefulness of the material. The memo portion of this assignment is due the date of your presentation. Everyone is expected to have read the material and a classroom discussion will follow after the full group of presenters is finished. If there are three presenters, for example, class discussion will begin after each of the three have completed their presentations. (Article/case presentation assignments will be made the first night of class).

Case Study Written Assignments and Classroom Case Discussions:

(Competencies: ability to analyze and use data and use scholarly materials to support ideas, clarity in written communications, recognition of trade-offs in decisions and awareness of ethical dilemmas and ability to adopt diverse perspectives)

Students will be assigned many cases from Meyer to discuss in class but only one case study from Meyer will require the preparation of written responses (aside from those who may be presenting a case rather than an article; in these instances a written memo is involved for those particular students presenting a case). All students will be required to submit one case from Meyer that requires a thoughtful and complete set of written responses and this assignment should be carefully completed as the case comprises a substantial part of the course grade (20%--100 points). Weekly discussion cases do not require written responses but students are expected to be prepared to discuss them by having read and considered educated responses prior to class. Students may be selected to lead a case discussion as part of their individual presentation rather than a journal reading. In these cases, the 1-2 page written memo is expected from that student on the evening that they present the case. Time expectations will be adjusted accordingly in advance.

Other Assignments

On Wednesday, December 4, each student will need to bring a job description of a position that they would like to apply for (at least in theory). A photocopy of the description should be prepared for each member of the class, scanned and sent to the instructor and to your classmates via Canvas. In addition, six hardcopies should also be prepared to distribute in the classroom for discussion.

You will be asked to discuss your interest in the position and your overall career plans. The discussion should be thoughtful and informative and other students will be asked to contribute. Students should be prepared to ask questions and offer their thoughts or advice related to the goals and ambitions of others.

Policies and Procedures

General expectations: I expect students to attend all course sessions: complete required readings prior to class time, participate in class discussions and case studies, and complete the written assignments, mid-term and final examinations.

Attendance: Attending class sessions is an important part of the learning process. Although you will not lose grade points specifically for nonattendance, you will certainly lose opportunities to earn credits for participation in the classroom.

Examinations: Students must take examinations when they are given to the class; makeup exams will be scheduled only for extraordinary circumstances. No one can be excused from an exam without notifying the instructor prior to the scheduled exam. **If you miss an exam, I will assume that you have chosen to receive a "0" for your grade on that exam. The final exam is mandatory; no one will receive a passing grade without having taken it.** The final exam will not be returned to students but may be reviewed by the student after the instructor has submitted final grades.

Withdrawals: Students have the right to withdraw from courses. I urge you to maintain your commitment to this course, however, if you decide to withdraw, please see the instructor and review the academic calendar to observe UNT's withdraw dates.

Behavioral Expectations: Students are expected to assist in maintaining a classroom environment that is conducive to learning. This includes refraining from activities and discussions that interfere with instruction. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in forms of distraction including texting, using the Internet, checking emails, etc. Inappropriate behavior in the classroom shall result, minimally, in a request to leave the class.

Academic Honesty: I sincerely trust and expect that academic dishonesty will not be an issue in this course. Unfortunately, it has become a very serious problem on many campuses. The purpose for including the following statement is to prevent any misunderstandings about what constitutes academic dishonesty and what I will do if I should encounter or seriously suspect it.

Academic honesty is expected. An act of academic dishonesty will result in a grade of zero on the assignment, a possible failing grade in the course and a recommendation of additional disciplinary action. In the event of suspected academic dishonesty, I may substitute a quiz, examination or assignment for the work in question.

These are my guidelines concerning what constitutes a violation of ethical standards for course work. Any of these violations will be considered academic dishonesty and treated as such. These guidelines are in addition to any University-wide guidelines concerning academic honesty or dishonesty that may be in effect.

1. **Cheating.** The giving or receiving of any unauthorized assistance on any academic work.

2. **Plagiarism.** Presenting the language, structure or ideas of another person or persons as one's own original work. Please note that plagiarism will not be tolerated! Failure to reference is plagiarism. Referencing the ideas of others over and over again without adequate analysis or discussion of the material also constitutes plagiarism. Massive amounts of quoting and referencing without adding to the discussion is plagiarism. The idea in using the work of others is to help YOU show your reader the movements, arguments, findings or other concerns associated with the topic. You are expected to bring something to the table yourself, however! An analysis requires you to understand the work of others and evaluate their contributions so that you may then contribute to our understanding of the topic using your own thought processes.
PLEASE SEE ME IF YOU HAVE ANY QUESTIONS ABOUT PLAGIARISM or what constitutes an appropriate analysis!

3. **Falsification.** Any untrue statement, either oral or written, concerning one's own academic work or the academic work of another student, or the unauthorized alteration of any academic record.

4. **Original work.** Unless specifically authorized by the instructor, all academic work undertaken in a course must be original, i.e., it must not have been submitted in a prior course, "borrowed" from another person, the workplace or the Internet, or be submitted in a course being taken concurrently.

Course Outline:

Students are responsible for any changes made to the outline or assignments announced in class.

Wednesday, August 28 – Welcome and Introduction –

Distribution of syllabus, overview of the course, assignment of articles for student presentations. Topic: Public administration and public personnel administration and the Hatch Act(s).

Readings and case study for review on Week 1 module of CANVAS and are shown below:

In class discussions and activities:

Short case study for discussion: Gagging City Employees

RR: The cost of minimum wage; One and Done (Governing Magazine)

Organizational information: <https://www.shrm.org/>

Hatch Act Links:

<https://fedmanagers.org/default.aspx?bid=95>

<https://osc.gov/Pages/SearchResults.aspx?k=hatch%20act>

Wednesday, September 4 – The Public Service Heritage: Context, Continuity & Change

Berman, Ch. 1

Wednesday, September 11 & September 18: – Legal Rights and Responsibilities: Laws Governing the Workplace

September 11—

Berman, Ch. 2

Meyer: Case 22: Betting on Family Life: Be prepared to discuss questions 1, 2, 3

RR: Rosenbloom and Chanin. (2009). What Every Public Personnel Manager Should Know About the Constitution, 17-33. From: Hays, S., and Kearney, R.C. (2009). Public Personnel Administration: Problems and Prospects, 5th Edition.

RR: Handout: Part 4: The Legal Environment of HRM, and Ch. 17, Hartman, J., Homer, GW. & Reff A.H.: Human Resource Management Legal Issues.

RR: Bradbury, M.D., Jacobson, W.S. (2013). A New Era of Protection Against Disability Discrimination? The ADA Amendments Act of 2008 and "Regarded As" Disabled. Review of Public Personnel Administration, 33(4), 320-339.

RR: Mead, J. (2018). Public Employee Speech Rights: Survey of Recent Trends. Review of Public Personnel Administration, 1-21.

September 18—

Meyer: Case 4: What Questions are Lawful or Unlawful?: Be prepared to discuss

RR: Legal Brief: Carcieri, M.D. (2004). The University of Michigan Affirmative Action Cases and Public Personnel Decision. Review of Public Personnel Administration, 24(1), 70-76.

RR: Legal Brief: Rosenbloom, D.H. (2003): *Hope v Pelzer*: Raising the Bar for Public Administrators' Qualified Immunity for Constitutional Torts. Review of Public Personnel Administration, 23(3), 255-261.

RR: Handout: Ebeid, O. Article 13: Drug and Alcohol Testing in the Workplace: An Overview and Practical Guide for Cities.

RR: Handout: Kadue: D. Preventing Workplace Harassment: A Fact Sheet for Employees

RR: Massengill, D. (2005). Walking a Straight (and Fine Line): Alcoholism and the Americans with Disabilities Act. Public Personnel Management, 34(3), 283-297.

RR: Woska, W.J. (2013). Legal Issues for HR Professionals: Workplace Investigations. Public Personnel Management 42(1), 90-101.

Wednesday, September 25 – Recruitment: From Passive Posting to Social Media Networking

Berman, Ch. 3

Meyer: Case 39: Language Has Meaning, Be prepared to discuss

RR: Brock, M.E., and Buckley, M.R. (2013). Human Resource Functioning in an Information Society: Practical Suggestions and Future Implications. Public Personnel Management 42(2), 272-280.

RR: Crumpacker, M., and Crumpacker, J.M. (2007). Succession Planning and Generational Stereotypes: Should HR Consider Age-Based Values and Attitudes a Relevant Factor or Passing Fad? Public Personnel Management 36(4), 349-369.

Wednesday, October 2– Selection: From Civil Service Commissions to Decentralized Decision Making

Berman, Ch. 4

Meyer: Case 3: Jimmy’s 53 Questions: Team Interviewing, and Case 34: Daughter Dearest: Nonprofit Nepotism

RR: Terpstra, D.E., Kethley, R.B., Foley, R.T., & W. Limpaphayon. (2000). The Nature of Litigation Surrounding Five Screening Devices. Public Personnel Management 29(1), 43-54.

RR: Kondrasuk, J.N., Moore, H.L., & H. Want. (2001). Negligent Hiring: The Emerging Contributor to Workplace Violence. Public Personnel Management, 30(2), 185-193.

RR: Connerly, M.L., Arvey, R.D., & C.J. Bernardy. (2001). Criminal Background Checks for Prospective and Current Employees. Public Personnel Management 30(2), 173-183.

RR: Woska, W.J. (2007). Legal Issues for HR Professionals: Reference Checking/Background Investigations. Public Personnel Management 36(1), 79-89.

RR: Fine, S. (2013). Practical Guidelines for Implementing Preemployment Integrity Tests. Public Personnel Management 42(2), 281-292.

Wednesday, October 9: Midterm Exam

Wednesday, October 16 and 23: Position Management: Judicious Plan or Jigsaw Puzzle? and Compensation: Vital, Visible and Vicious

Berman, Ch. 5 and Ch. 7

In class exercise: Benchmarking job positions

Meyer: Case 19: Employee Health Benefits and Case 35: Entrepreneurialism or Exploitation, Be prepared to discuss

RR: Risher, H. (2005). How Much Should Federal Employees Be Paid? The Problems With Using a Market Philosophy in a Broadband System. Public Personnel Management 34(2), 121-139.

RR: Risher, H. (2002). Pay for Performance: The Keys to Making it Work. Public Personnel Management 31(3), 317-331.

RR: Perry, J.L., Engbers, T.A., Jun, S.Y. (2009). Back to the Future? Performance-Related Pay, Empirical Research, and the Perils of Persistence. Public Administration Review 69(1), 39-51.

RR: Lewis, G.B., Pathak, R., and Galloway, C.S. (2018). Trends in Public-Private Pay Parity in State and Local Governments. Review of Public Personnel Administration 38(3), 303-331.

Wednesday, October 30-- Appraisal: A Process in Search of a Technique

Berman, Ch. 6 and 10

Meyer: Case 24: The Sweet Smell of a Good Appearance Policy, Be prepared to discuss

RR: Daley, D.M. (2009). Ch. 8: The Trials and Tribulations of Performance Appraisal: Problems and Prospects in the Twenty-First Century, From: Hays, S., and Kearney, R.C. (2009). Public Personnel Administration: Problems and Prospects, 5th Edition, 107-122.

RR: Martin, D.C., Bartol, K.M., & P.E. Kehoe. (2000). Legal ramifications of performance appraisal: The growing significance. Public Personnel Management 29(3), 379-405.

RR: Sowa, J.E. (2009). Employee Rights to Address Wrong: Trends in State Government Grievance Practices, 203-215. From: Hays, S., and Kearney, R.C. (2009). Public Personnel Administration: Problems and Prospects, 5th Edition.

RR: Gislason, M., and Tirona, M. (2011). The Good, the Bad, and the Ugly of 360 degree Evaluations. The Nonprofit Quarterly, 54-61.

Wednesday, November 6 -- Employee Friendly Policies: Fashionable, Flexible, and Fickle

Berman, Ch. 8

Meyer: Case 2: Patronage or Cronyism at DHS, Be prepared to discuss

Meyer: Case 56: Balancing Work and Life Activity, Be prepared to discuss

Meyer: Case 21: New Direction for the Department of Personnel: Be prepared to discuss

RR: McDowell, A.M., and Leavitt, W. (2011). Human Resources Issues in Local Government: Yesterday's Headlines Remain Today's "Hot Topics." Public Personnel Management 40(3), 239-249.

RR: Secret, M., and Swanberg, J. (2008). Work Family Experiences and the Insights of Municipal Government Employees: A Case Study. Public Personnel Management 37(2), 199-220.

RR: Reese, L. & Lindenberg, K. (2003). The Importance of Training on Sexual Harassment Policy Outcomes. Review of Public Personnel Administration 23, 175-191.

RR: Ortega-Liston, R. (2001). Mexican-American Professionals in Municipal Administration. Public Personnel Management 30(2), 197-209.

RR: Charles, J. (2003). Diversity Management: An Exploratory Assessment of Minority Group Representation in State Government. Public Personnel Management 32(4), 561-577.

RR: deVries, H., Tummers, L., and Bekkers, V. (2018). The Benefits of Teleworking in the Public Sector: Reality or Rhetoric? Review of Public Personnel Administration, 1-24.

RR: Von Bergen, C., Soper, B., & Foster, T. (2002). Unintended Negative Effects of Diversity Management. Public Personnel Management 31(2), 239-251.

Wednesday November 13 Organizational Culture

Reeves, Cases 12 and 25, be prepared to discuss

RR: Schein, E.H. (1993). Defining Organizational Culture. In Shafritz, R. & Ott, J.S. (ed). Classics of Organization Theory, 5th ed., 369-376.

RR: Newman, M.A., Guy, M.E., and Mastracci, S.M. (2009). Beyond Cognition: Affective Leadership and Emotional Labor. Public Administration Review 69(1), 6-20.

RR: Moon, K. (2018). Examining the Relationships Between Diversity and Work Behaviors in U.S. Federal Agencies: Does Inclusive Management Make a Difference? Review of Public Personnel Administration 38(2), 218-247.

RR: Gabris, G., & Davis, T.J. (2009). Ch. 10: Challenges in Motivating the Public Sector Employee: Theory and Practice in a Dynamic Environment, 142-157. From: Hays, S., and Kearney, R.C. (2009). Public Personnel Administration: Problems and Prospects, 5th Edition.

RR: Rothwell, G.R., and Baldwin, J.N. (2006). Ethical Climates and Contextual Predictors of Whistle-Blowing. Review of Public Personnel Administration 26(3), 216-244.

RR: Franklin, A., and Pagan, J.F. (2006). Organizational Culture as an Explanation for Employee Discipline Practices. Review of Public Personnel Administration 26(1), 52-73.

Wednesday, November 20 -- Training, Learning, and Development: Exploring New Frontiers

Berman, Ch. 9

Meyer: Case 14: A Hiring Dilemma: Recruitment from In-House Versus from Outside, Written Assignment is due (100 points). Preparing this written case study will require research, analysis and a written plan of action justified with evidence to support responses.

Case 11: Pictures are Worth a Million Words: Be prepared to discuss

Berman Chs. 11 & 12, and 13 Conclusion: The Future as Opportunity, Not Destiny

Meyer: Case 28: Competition from Behind Bars: Be prepared to discuss

RR: Perry, R. (2004). The Relationship of Affective Organizational Commitment with Supervisory Trust. Review of Public Personnel Administration 24, 133-149.

RR: Bruce, M.D., and Nowlin, W.A. (2011). Workplace Violence: Awareness, Prevention, and Response. Public Personnel Management 40(4), 293-308.

RR: Caillier, J.G. (2014). Toward a Better Understanding of the Relationship between Transformational Leadership, Public Service Motivation, Mission Valence, and Employee Performance. Public Personnel Management 43(2), 218-239.

Wednesday, November 27—Happy Thanksgiving—No class meeting

Wednesday, December 4—Personal Interests / Job Descriptions

Finding the right job for you

Personal reflections: What makes a government sector or nonprofit sector job right for you?
Bring in your job description and a copy for me and your classmates

Wednesday, December 11 – FINAL EXAM 6:00 to 8:50 p.m.