

DRAFT SYLLABUS

This is posted for your info to help you select or prepare for a course. An official version will be ready at or prior to your course start. Texts will be same or very similar. Please check online bookstore for exact texts.

**Troy State University**  
**Course Syllabus**  
**PA6624 Public Personnel Management**

**LOCATIONS/TIMES:** Distance Learning Format (15 March – 23 May 2004)  
Midterm Examination: Week 5 of Class – Due NLT 25 Apr 04 to instructor  
Final Examination: Last Class Meeting of On-Line format – Due NLT 9 Mar 04 to instructor

**PROFESSOR:** Dr. Mary Cerniglia-Mosher, Phone: home (301) 283-3117; e-mail Bubbie3604@AOL.Com. Available for electronic consultation. 24-hour turn around on inquiries Monday – Friday.

**CATALOG DESCRIPTION:** Survey of basic principles and functions of personnel administration in the public service. Roles of personnel management, recruitment, placement, wage and salary management, training, retirement, and other personnel functions.

**OVERALL OBJECTIVES:** Upon successful completion of the course, you will be able to assess and diagnose personnel/human resource management (P/HRM) issues and problems and develop appropriate approaches/solutions in the public employment sector. You will have examined current (P/HRM) theories and research, will be conversant with common and changing practices among federal, state, and local governments, and be able to understand and develop competent positions on controversial P/HRM issues.

**SPECIFIC OBJECTIVES:** Upon completion, you should be able to:

1. Trace the major historical and legislative events influencing public personnel administration in the United States;
2. Formulate a diagnostic approach to public P/HRM issues and problems;
3. Assess external, organization, and employee conditions and their implications (including legal, cultural, personal);
4. Plan and set objectives in public P/HRM areas;
5. Describe and evaluate alternative methods of (a) staffing, (b) employee development and training, and (c) compensation and benefits in the public service;
6. Discuss key issues in public sector motivation and productivity, collective bargaining, equal employment opportunity (EEO) and affirmative action, intergovernmental relations issues, professionalism and ethics.

**TEXTBOOKS:**

Nigro, L.G. & Nigro, F.A. (2000). *The New Public Personnel Administration* (5ed.). Itasca, IL: F. E. Peacock, Publishers. -- ISBN: 0875814298

Thompson, F.J. (2003). *Classics of Public Personnel Policy* (3ed.). Pacific Grove, CA: Wadsworth Publishing Co -- ISBN: 0155062786

## **RECOMMENDED ADDITIONAL PUBLICATION:**

Slade, Carol. (2003) Form and Style - Research Papers, Reports, Theses, (13th Ed), Houghton Mifflin Company -- ISBN: 0618411313

Note: The above publication is a good reference for the most commonly used paper formats. It has lots of examples and pictures -- all students (HS – Graduate School) can easily understand it.

## **RESEARCH COMPONENT:**

This course utilizes foundational readings, professional article review, class exercises, and team cases throughout the course. There is no formal written research paper requirement due to the bulk of research required to perform the other course requirements.

## **ENTRANCE COMPETENCIES:**

It is expected that students will have varying degrees of prior knowledge about the field of public personnel management. Most of this knowledge would come from prior academic coursework e.g. management, sociology, business and practical workforce experience. The student is also expected to write clear, error free, grammatically and syntactically correct papers following appropriate form and style (e.g., MLA, Turabian, APA, Chicago) and to present ideas effectively to a graduate student readership audience.

## **COURSE REQUIREMENTS:**

Although this course will follow an on-line distance learning schedule, the requirements and expectations are equal to that of the same course taught at a in-classroom schedule. It is assumed that students have considered these challenges and are willing to complete the necessary quantity and quality of graduate work needed to meet course requirements.

1. Class preparation. Each student is expected to have completed the required readings and assignments prior to “attending class”.
2. Thompson text – Foundational articles. Each student will be individually assigned an HR foundational article from the Thompson text to read and prepare a short summary (for sharing with other students). These articles comprise the works of leading theorists in the field and key portions of relevant legislative issues. Each student will be assigned to read and complete a 3-4 page summary on his/her individually assigned “foundational article” to share with the other students. Students are also expected to read the summary postings of other students and provide discussion and comment on those products.
3. Participation . Each student is expected to participate in class discussions, dialogues, case studies, and Team Presentation Topics, as applicable. Students will, via on-line processes, present various assigned articles, as required, to enhance the overall group learning experience. Students will provide comments on the work of other students, as these items are posted. Team “case studies” will be provided to teams of students to read, prepare a summary, and share their views with other classmates on-line.
4. OPR. Each student will identify, summarize, and present an Organizational Practice Report/Summary. Apply the concepts discussed in this course to your current (or former) employing organization and prepare a 1-4 page synopsis of some unique, unusual, or special public personnel practice, dilemma, or event. (If you are not employed, prepare your synopsis on a book or professional journal article concerning a P/IIRM issue.) This is due the third class meeting. The presentation will involve posting of the OPR for student sharing and some on-line class discussion, if possible.

5. Posting of 1 Professional Journal Article Analysis. Students will review an article from a professional journal or other academic source and post 1 article review (one posting only for this course). There is no specific format and the article is student choice (what interests you). Review the various public personnel management issues (as contained in the Nigro text). Present this article to the class via on-line discussion (title, Author, what it was about, important points, what you liked/disliked about it, etc) and describe the application of the article subject to the field of public personnel management. The normal review is 3-4 pages in length.

6. Each student will complete two examinations, a proctored mid-term and a final case/examination.

### **METHOD OF INSTRUCTION:**

On-line format using visual aids, class discussion areas, student reports, article presentations, and student responses to questions are the major learning methods used. Internet aids and references will be used as appropriate and available. Emphasis is both on theory and practice to better understand public personnel issues, determine management implications, and perform critical analysis of personnel related situations/environment.

### **METHOD OF EVALUATION:**

Class discussion, article presentation, the presentation of your organizational practice report, case analyses, and your two examinations form the basis of evaluation.

### **ASSIGNMENT OF GRADES:**

Grades will be based on the following percentages and grading scale:

Presentation of Articles/Team Presentations/Cases/OPR	20%	90-100 = A
	10%	
Class Discussion & Participation	20%	80- 99 = B
Mid-Term Examination	20%	70- 79 = C
Final Examination	30%	60- 69 = D

A file on "grading standards" is provided to assist with understanding the grading of participation and routine written submissions.

### **ATTENDANCE /PARTICIPATION EXPECTATIONS:**

Participation (On-line attendance) is mandatory. Students should participate every week unless some significant, unexpected event occurs. Each student is expected to read and make scholarly comments on the posted work of other students or course material topics throughout the course. (These include OPR presentations, foundational article reviews, case study synopses, and other course presentations.) This information sharing between the members of the class is an important part of graduate education. Participation in the discussion sessions on a weekly basis is expected and will be graded. **The minimum standard is one comment/reaction to a student work posting and one contribution to the discussion area per week (Note: Posting of required assignments does not count toward "participation")**. The instructor must be informed in advance if you expect to be absent from a portion of the seminar and to arrange for make-up work. Excessive absences will be reported to the appropriate VA and/or university officials.

### **MAKE-UP POLICY:**

All class time missed must be made up, regardless of whether the absences were excused or unexcused. If you miss any class time, the instructor must determine the make-up assignment. (Typically, this will be a written 3-5 page, review of a professional book or journal article in the field, with

an oral report to the seminar group (time permitting), or a comparable assignment -- in addition to other work due for the session missed).

### **AMERICANS WITH DISABILITIES ACT:**

Any student whose disabilities fall within the ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.

### **EARLY ASSIGNMENT PREPARATION RECOMMENDATIONS:**

1. Read applicable text material for first class as indicated in the following course schedule.
2. Complete the Participant Information Sheet (See attached Annex- and on-line file labeled with this filename). This is due the first week and you can either fill it out or simply email me a short note with the basic information in it.
3. **Collect at least 1 article from a professional journal** on various public personnel management issues (as contained in the Nigro text). Be prepared to present this article to the class via on-line discussion and describe the application of the article subject to the field of public personnel management.
4. Consider and **prepare your Operational Practice Report** (format in syllabus annex). It is due the third class week. You may pick any organization in which you have an interest – even your own workplace. You will be sharing this with the rest of the class.
5. Read the following portions of the Thompson book to obtain a foundation for the historical development of human resource management theory & practice. **Selected readings/foundational articles will be individually assigned the first week.**
  - Beginnings: Politics and Personnel Policy (pp 1-10)
  - Merit Systems: Triumph and Discontent (pp. 47-62)
  - Merit Systems and Executive Leadership (pp.187-199)
  - Equal Employment Opportunity and Representation (pp. 269-280)
  - Employee Rights and Labor Relations (pp.353-366)
  - Toward Reinvention (pp.463-478)
6. Don't worry about the cases listed in the syllabus; they will be assigned to teams of students and provided after the course starts.

### **HONESTY STATEMENT:**

In accordance with the Standards of Conduct in the TSU Bulletin, a student or organization may be disciplined, up to and including expulsion, if deemed in violation of the STANDARDS OF CONDUCT for the commission of or the attempt to commit this offense: Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the university, faculty, or other officers or employees of the university.

### **INTERNET:**

Use of the Internet for research is encouraged. The instructor will recommend webpages to facilitate student research endeavors. There is a file provided which lists a collection of recommended webpages and their content. These pages will be useful in this course and in other public administration course.

**ALL internet information used to support completion of any course written requirement MUST be referenced, footnoted and/or captured in applicable bibliographies.**

## PA6624 Course Schedule

<b>Class 1</b>  15-21 March 04	COURSE OVERVIEW/DISCUSSION TEAM ASSIGNMENTS FOR EXERCISES and CASES ASSIGNMENT OF INDIVIDUALLY ASSIGNED FOUNDATIONAL READINGS ASSIGNMENT & DISTRIBUTION OF CASE STUDIES  <b>PUBLIC PERSONNEL ADMINISTRATION IN THE UNITED STATES</b> A. Text (Nigro & Nigro) Chapters. 1. The American Public Service Today (pages 1-20) 2.. Public Personnel Administration: An Historical Overview (pages 21-60)
Items Due	Student Personal Information Sheet Professional Article Write-Up (if you wish to post it during this week)
<b>Class 2</b>  22-28 March 04	A. Review posted summaries of Thompson foundational articles: <ul style="list-style-type: none"> <li>• Americanizing a Foreign Invention: Pendleton Act of 1883 (Van Riper)</li> <li>• The Pendleton Act (US Congress)</li> <li>• Merit Systems and Politics (Goodnow)</li> <li>• The Idea of Civil Service: A Third Force? (Hecllo)</li> <li>• Testimony on Civil Service Reform and Organization (Campbell)</li> <li>• Public Personnel Administration &amp; the Constitution (Rosenbloom)</li> <li>• Leadership for Governance -- Volker Commission)</li> </ul> B. Text (Nigro) Chapter 3. Personnel and Organizational Effectiveness (pages 61-86)  C. Review posted summaries of foundational articles: <ul style="list-style-type: none"> <li>• Merit, Morality and Democracy (Mosher)</li> <li>• The Malek Manual (White House Personnel Office)</li> <li>• The Silent Revolution in Patronage (Sorauf)</li> <li>• The Governor as Leader: Strengthening Public Service Through Executive Leadership (Roberts)</li> </ul> Student Article Review, as time permits
Items Due	3-4 page Individually Assigned Foundational Article Summary, if due Team Case Study Summary, if assigned for this class Professional Article Write-Up (if you wish to post it during this week)
<b>Class 3</b>  29 Mar – 4 Apr 04	<b>PUBLIC PERSONNEL ADMINISTRATION IN THE US (CONTINUED)</b> A. Presentation of Assigned Case Studies <ul style="list-style-type: none"> <li>• Case 1. TBD</li> <li>• Case 2. TBD</li> <li>• Case 3. TBD</li> <li>• Case 4. TBD</li> <li>• Case 5. TBD</li> <li>• Case 6. TBD</li> <li>• Case 7. TBD</li> </ul> <b>PUBLIC PERSONNEL SYSTEMS: STAFFING</b> B. Review Nigro text chapters:

	<p>Chap 4. Recruitment and Selection (pages 87-120)</p> <p>C. Review posted summaries of Thompson foundational article:</p> <ul style="list-style-type: none"> <li>• Position Classification: Behavioral Analysis for Public Service (Shafritz)</li> <li>• Rutan vs. Republican Party of Illinois (US Supreme Court)</li> <li>• The Civil Service: A Meritless System (Savas/Ginsburg)</li> <li>• The Personnel Officer: Friend or Foe (Ban)</li> </ul> <p>D. STAFFING EXERCISE (instructor will provide)</p> <p>Student Article Review, as time permits</p>
Items Due	<p>Organizational Practice Report due</p> <p>3-4 page Individually Assigned Foundational Article Summary, if due</p> <p>Team Case Study Summary, if assigned for this class</p>
<p><b>Class 4</b></p> <p>5-11 April 04</p>	<p><b>PUBLIC PERSONNEL SYSTEMS: COMPENSATION</b></p> <p>A. COMPENSATION EXERCISE (instructor will provide)</p> <p>B. Read Nigro text Chapter 5. Performance Appraisal and Pay for Performance</p> <p>C. Read posted summaries of Thompson foundational article</p> <ul style="list-style-type: none"> <li>• The Illusion of Smallness (Light)</li> <li>• The Supreme Court and Private Contractors...O'Hare Truck Svc vs City of Northlake (US Supreme Court)</li> </ul> <p>D. Presentation of Case Studies</p> <ul style="list-style-type: none"> <li>• Case 8. TBD</li> <li>• Case 9. TBD</li> <li>• Case 10. TBD</li> <li>• Case 11. TBD</li> <li>• Case 12. TBD</li> <li>• Case 13. TBD</li> <li>• Case 14. TBD</li> </ul> <p>E. Distribution of Mid – Term Study Guide</p> <p>Student Article Review, as time permits</p>
Items Due	<p>3-4 page Individually Assigned Foundational Article Summary, if due</p> <p>Team Case Study Summary, if assigned for this class</p> <p>Discussion of OPR Summaries and on-line discussion of OPRs</p>
<p><b>Class 5</b></p> <p>12 – 18 April 04</p>	<p><b>TIME ALLOCATED FOR INDIVIDUAL WORK ON MID-TERM EXAMINATION – EXAM DUE TO INSTRUCTOR NLT 25 April 04</b></p>
Items Due	<p>Good effort on completion of examination</p>
<p><b>Class 6</b></p> <p>19-25 April 04</p>	<p><b>PUBLIC PERSONNEL SYSTEMS: CLASSIFICATION &amp; PAY</b></p> <p>A. Discussion of MID TERM EXAMINATION results</p> <p>B. Read Nigro text</p> <p>Chapter 6. Issues in Classification and Pay (pages 163-208)</p> <p>C. Read posted summaries of foundational articles:</p> <ul style="list-style-type: none"> <li>• Merit Pay in the Public Service: Failure of Theory (Perry)</li> <li>• People and Performance: Challenges for the Future Public Service (Ingraham, Selden, Moynihan)</li> </ul> <p>D. Presentation of Case Studies</p> <ul style="list-style-type: none"> <li>• Case 15. TBD</li> <li>• Case 16. TBD</li> <li>• Case 17. TBD</li> </ul>

	<ul style="list-style-type: none"> <li>• Case 18. TBD</li> </ul>
Items Due	<p><b>Turn-in of Mid Term examination</b> 3-4 page Individually Assigned Foundational Article Summary, if due Team Case Study Summary, if assigned for this class</p>
<p><b>Class 7</b> 26 Apr – 2 May 04</p>	<p><b>PUBLIC PERSONNEL SYSTEMS: COLLECTIVE BARGAINING</b></p> <p>A. Read Nigro text</p> <ul style="list-style-type: none"> <li>• Chapter 7. Collective Bargaining in the Public Sector (pages 209-244)</li> </ul> <p>B. Read posted summaries of foundational articles:</p> <ul style="list-style-type: none"> <li>• Strikes in the Public Service (White)</li> <li>• The Limits of Collective Bargaining in Public Employment (Wellington)</li> <li>• Working Together for the Public Service (US Dept of Labor)</li> <li>• Impacts of Collective Bargaining on Local Government Services (Methe)</li> </ul> <p>C. Presentation of Case Studies:</p> <ul style="list-style-type: none"> <li>• Case 19. TBD</li> <li>• Case 20. TBD</li> <li>• Case 21. TBD</li> <li>• Case 22. TBD</li> </ul> <p>D. Distribution of Final Case/Examination Questions</p>
Items Due	3-4 page Individually Assigned Foundational Article Summary, if due Team Case Study Summary, if assigned for this class
<p><b>Class 8</b> 3-9 May 04</p>	<p><b>PUBLIC PERSONNEL SYSTEMS: EQUAL EMPLOYMENT OPPORTUNITY</b></p> <p>A. Read Nigro text chapters:</p> <p>10. Sexual Harassment (pages 287-298)</p> <p>B. Read posted summaries of foundational articles:</p> <ul style="list-style-type: none"> <li>• The Negro and the Federal Service in an Era of Change (Krislov)</li> <li>• Title VII of the Civil Rights Act of 1964, as amended (US Congress)</li> <li>• Griggs, et al. v. Duke Power Co. (US Supreme Court)</li> <li>• Through the Glass Ceiling: Prospects for Advancement of Women (Naff)</li> <li>• Cultural Diversity Programs to Prepare for Workforce 2000 (Ricucci)</li> </ul> <p>C. Presentation of Case Studies:</p> <ul style="list-style-type: none"> <li>• Case 23. TBD</li> <li>• Case 24. TBD</li> <li>• Case 25. TBD</li> <li>• Case 26. TBD</li> </ul>
Items Due	3-4 page Individually Assigned Foundational Article Summary, if due Team Case Study Summary, if assigned for this class Complete Final Case/ exam, if possible
<p><b>Class 9</b> 10-16 May 04</p>	<p><b>PUBLIC PERSONNEL ISSUES AND CHALLENGES</b></p> <p>A. Read Nigro text chapters:</p> <p>8..Workplace Violence (pages 245-264) 9.Drugs, Alcohol, and Tobacco: Substance Abuse in the Workplace ( pages 265-286)</p>

	<p>11. Responding to the New American Workforce (PP 311-346)</p> <p>12. The Future of Public Personnel (pages 347-372)</p> <p>B. Review posted summaries of Thompson foundational article</p> <ul style="list-style-type: none"> <li>• Hard Truths/Tough Choices” An Agenda for State and Local Reform (Winter Commission)</li> <li>• From Red Tape to Results (National Performance Review)</li> </ul> <p>C Presentation of Case Study -</p> <ul style="list-style-type: none"> <li>• Case 27. TBD</li> <li>• And Assigned Workplace Violence Cases</li> </ul> <p>D. Final Exam must be in the mail or emailed this week to instructor</p>
Items Due	<p>Successful completion and turn-in of examination</p> <p>3-4 page Individually Assigned Foundational Article Summary, if due</p> <p>Team Case Study Summary, if assigned for this class</p> <p><b>Final Examination must be in instructors possession NLT 16 May 04 so that grades can be calculated on time.</b></p>
23 May 04	<b>Course Complete</b>

**SYLLABUS ANNEX CONTENTS**  
**ITEM DESCRIPTION**

**PAGE**

<b>A1</b>	<b>Participant Information Sheet (Due First Class)</b>
<b>A2</b>	<b>Organizational Practice Report Assignment Info Sheet</b>
<b>A3</b>	<b>Book Review Format (Generally Make-up Work Only)</b>

Complete this form or simply send an email to me that contains this same basic information. I use it to assign cases and readings. It helps me know you better and provides me contact information if I need to reach you. I destroy this information when the course is completed and is only used by me.

### Participant Information Sheet

Purpose: I would like to have the following information so I can get to know you better, so I can assist you in achieving your objectives in your graduate program, and provide feedback/assist with problems, as needed.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

EMPLOYER: \_\_\_\_\_

POSITION: \_\_\_\_\_ WORK TELEPHONE: \_\_\_\_\_

HOME ADDRESS or Town/State where you live \_\_\_\_\_

HOME TELEPHONE: \_\_\_\_\_ FACSIMILE: \_\_\_\_\_

E-MAIL ADDRESS (alternate also if you have one): \_\_\_\_\_

EDUCATION: (Please list institutions attended, degrees/certificates received, and dates. Also list any other significant educational experience (professional or military schools))

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EXPERIENCE: ( Please list places of recent employment and positions held in the organization)

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TROY STATE PROGRAM OBJECTIVES: (Please indicate your purpose for attending TSU and how we may assist you in achieving those objectives).

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OTHER COMMENTS/SUGGESTIONS:

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Human Resources Management  
**Organizational Practice Report (OPR) Project**

The purpose of this project is to integrate and synthesize personnel/human resource management (P/HRM) concepts and apply them to a real organization (with more than 20 members) that you may choose. In so doing, you will investigate and deal with many of the problems, dilemmas and measurement/documentation difficulties that managers and human resource professionals face. The Organizational Practice Report should cover four parts: (1) the situation, (2) the P/HRM processes, (3) the outcomes, and (4) your recommendations. The length of this report should be 2-5 typewritten pages.

Part 1. The Situation. Describe and assess the organization and its environment. Consider:

- a. The purpose and mission of the organization;
- b. History of the organization;
- c. Key figures in the organization;
- d. External conditions in which the organization operates, such as: economic, political, and social conditions such as:
  1. Organizational design and structure, including degree of complexity, formalization, and centralization;
  2. How work is accomplished, including work flow and job design;
  3. How the organization's effectiveness is evaluated;
  4. How performance is measured/evaluated;
  5. Composition of the workforce, including skills, diversity, and dispersion.

Part 2. The Processes Explain how P/HRM is carried out. Consider:

- a. How P/HRM is organized, including location, delegations, and functions;
- b. The Human Resource Information System (HRIS), if any;
- c. Role of P/HRM as a staff advisor in overall organizational planning, objective setting, strategy, and evaluation; and as a leader of change;
- d. Role of P/HRM in day-to-day P/HRM program management and operations, and in decision-making, including individual employee actions and legal compliance;
- e. Organization and structure, including position design and management, job classification;
- f. staffing, including pay policy, promotion, career programs, and reductions-in-force;
- g. Training and development, including identification of training needs, training programs, and evaluation of training;
- h. Compensation and benefits, including pay policy and structure, performance pay, and benefit programs;
- i. Employee and labor relations, including unionization, communication, quality of work life, occupational safety and health, employee assistance, conduct and discipline, performance appraisal, productivity programs and attitudes/morale;
- j. Ethical, legal, and organizational/corporate responsibility questions and concerns;
- k. Any unique or special programs in the organization.

Part 3. The Outcomes. Analyze the contribution/effectiveness of P/HRM. Consider the degree to which the P/HRM subsystems (e.g., strategy, HRIS, staffing, training compensation, employee and labor relations) contribute to overall organization effectiveness; and the degree to which they work at cross-purposes with each other and with overall organizational effectiveness. What are the short-run and long range problems; which are recurrent?

Part 4. Your Recommendations. Suggest specific P/HRM actions, policies, and practices that should be adopted/discontinued. Comment on the role and functions of P/HRM. Develop an improvement plan and explain why and how the actions/practices should be implemented, who should do what, and the sequence/timing of event. Estimate the payoffs from these recommendations.

**NOTE: You may adapt your approach to the organizational situation you are investigating, and present your study in any manner and sequence you deem appropriate.**

# BOOK REVIEW

For each class session missed, or for extra course credit (as authorized by instructor), read and review a book from the course syllabus, or of your choice.

Prepare a WRITTEN REVIEW following the format presented below.

Be prepared to provide an ORAL PRESENTATION of your book review to the class, if time can be made available (also see instructor).

## FORMAT

1. Your **name, course number and title, and date.**
2. **Book Title. Author. Publisher. Date. Number of Pages.**
3. Brief **synopsis**/abstract of the basic theme, concept, argument, thesis or purpose of the book (short paragraph in length).
4. **Summary** of the contents (two to four pages). As appropriate, include personal commentary/reactions.
5. **Significance** to you. Write a short paragraph on what impact the book had on your thinking/awareness and how you might apply the lessons/ message of the book.
6. **Evaluation/Recommendation.** Write a short paragraph on the value of the book, its readability, and who should read it (or not read it).