Instructor: Lisa Dicke, Ph.D.
Office location: Chilton Hall, Room 204G
Office hours: Monday 4:00 – 5:30 and Monday 1:00 – 2:00, 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

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


[This case study book will be 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 will be 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Total Points</th>
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</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>20%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Final examination</td>
<td>20%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25%</td>
<td>(125 points)</td>
</tr>
<tr>
<td>Individual presentation/memo</td>
<td>15%</td>
<td>(75 points)</td>
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<tr>
<td>Case studies (Cases TBA = 100 points)</td>
<td>20%</td>
<td>(100 points)</td>
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</tbody>
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**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 have completed all readings *prior to class*. Failure to meaningfully prepare 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 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 points and provides a brief discussion of the usefulness of the material. The memo assignment is due the date of your presentation. Everyone is expected to have read the material and participate in the classroom discussion that follows the presentations. (Article 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 are assigned one case study that will require the preparation of written responses to questions (the cases are TBA). Your written response to the case comprises a substantial part of the course grade (20%) and this assignment should be carefully completed. Weekly cases do not require written responses but students are expected to be prepared to discuss them by having read and considered potential responses *prior to class*. Students will randomly be selected to lead a case discussion and he or she is expected to demonstrate familiarity with the case and stimulate meaningful class discussion.

**Other Assignments**

On April 29, 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 and 32 copies (if you also choose to use a hardcopy) which can be helpful in the classroom 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 syllabus outline or assignments as announced in class and posted on Canvas.

Monday, January 14 – 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).

Monday, January 21 – No class, Martin Luther King Jr. holiday

Monday, January 28: The Public Service Heritage: Context, Continuity & Change

Berman, Ch. 1

Monday, February 4 and February 11 – Legal Rights and Responsibilities: Laws Governing the Workplace

Berman, Ch. 2

Meyer: Case 17: Doing the Zoo, Be prepared to discuss


Monday, February 11 -- Legal Rights and Responsibilities: Laws Governing the Workplace

Meyer: Case 22: Betting on Family Life: Be prepared to discuss

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


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


Monday, February 18 – Recruitment: From Passive Posting to Social Media Networking

Berman, Ch. 3

Meyer: Case 14: A Hiring Dilemma: Recruitment from In-House Versus from Outside: and Case 39: Language Has Meaning, Be prepared to discuss


Monday, February 25– 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


Monday, March 4: Midterm Exam

Monday, March 11: No Class: Spring Break

Monday, March 18- 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


Monday, March 25---Nonprofit Human Resources
**Monday, April 1 -- Appraisal: A Process in Search of a Technique**

**Berman, Ch. 6 and 10**

**Meyer: Case 15: Other Duties as Assigned, and Case 24: The Sweet Smell of a Good Appearance Policy**, Be prepared to discuss


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**Monday, April 8 -- 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 and Case 21: New Direction for the Department of Personnel**; Be prepared to discuss


Monday April 15 Organizational Culture

Reeves, Cases 12 and 25, be prepared to discuss


Monday, April 22 -- Training, Learning, and Development: Exploring New Frontiers

Berman, Ch. 9
Meyer: Case 12: Interns: An Underutilized Asset: Case study Written Assignment, Questions 1-3 and Question 4. This case study requires several documents and a plan of action
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

April 29—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

Monday, May 6 – FINAL EXAM 6:00 to 8:50 p.m.
POLICY ON CHEATING AND PLAGIARISM
Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration office.

Definitions
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying other’s tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

Penalties
Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Appeals
Students may appeal and decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.

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 during regular office hours before the 12th class day of regular semesters (4th class day of summer sessions).

POLICY ON LAPTOPS AND CELL PHONES IN THE CLASSROOM
The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is
imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

**POLICY ON STUDENT BEHAVIOR IN THE CLASSROOM**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

**Acceptable Student Behavior:**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu).

**SEXUAL DISCRIMINATION, HARASSMENT, & ASSAULT**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.
UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: http://deanofstudents.unt.edu/resources. Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648.