**PAD 4414 Managing People in the Public Sector, 3 Credits**

**FAU Boca Campus General Classroom South (GS) Room 208**

**Spring 2013, Saturdays 9:00am – 11:50am**

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**Course Description:**

“A general survey of public personnel administration including the evolution of civil service. Includes an introduction to supervisory practices (As per the SPA website).”

**Course Objectives:**

\* Understand the nuances of public sector management

\* Explore cases which provide supportive learning towards generalizable theory

\* Discuss theories in motivation as a means of management

\* Examine issues of diversity within the workplace and its impact on the public sector

\* Describe ethical dilemmas and how they might be addressed

\* Gain a practical understanding of practices and theories behind personnel administration

**Course Format:**

The course will be a combination of lecture and discussion. As the meeting times allow for nearly three hours, the following is a **general** breakdown of how the time will be spent in the classroom:

9:00 - 9:55 – Lecture

9:55 - 10:05 – Break

10:05 - 10:55 – Group Case Study Discussions

10:55 - 11:05 – Break

11:05 - 11:50 – Lecture/Connection to Case Study Discussions

Some class sessions might be shorter due to less lecturing, but discussion is a critical portion of the course and I expect those times to be used effectively. PLEASE NOTE: LECTURES WILL NOT BE BASED OUT OF THE BOOK!

**Required Texts:**

Berman, E. M., J. S. Bowman, J. P. West & M. R. Van Wart. (2012). *Human resource management in public service*, *4th Edition*. Los Angeles, CA: Sage.

Reeves, T. Z. (2006). *Cases in public human resource management, 2nd Edition*. Boston, MA: Wadsworth Publishing.

\*\*\* I recommend researching price prior to purchasing texts from any sources. It is my hope that you never have to spend over $100 for books for my class if you can manage.

*Supplemental Reading – All Academic Journals:*

Human Resource Development Quarterly

Human Resource Development Review

Human Resource Management

Journal of Public Budgeting, Accounting & Financial Management

Public Administration and Management

Public Administration Review

Public Finance and Management

Public Management

Public Management Review

Public Personnel Management

Review of Public Personnel Administration

**Student Expectations:**

This is simple. I expect you to read, come to class prepared, be actively involved in discussion and complete the assignments on time. These expectations are for your benefit as the purpose of this class is for you to become well-rounded in your understanding of personnel administration and management practices. Thus, it is vital you seek to be an active participant on account of the necessity for public managers to also be actively involved in the day-to-day practices of their organization – as the class is our organization for this semester.

**Semester Assignments:**

Throughout the semester, you will be graded on a variety of assignments. Each is valuable in its own right and should be completed to the best of your ability and on time. PLEASE SUBMIT ALL WRITTEN ASSIGNMENTS THROUGH BLACKBOARD. I STRONGLY SUGGEST TURNING IN ASSIGNMENTS THROUGHOUT THE SEMESTER AND NOT ALL AT ONCE. The following are descriptions of each of the assignments you will be required to complete:

*Journal Articles Literature Review (200 Points)*: By the final turn-in date (April 25th), each student must submit a literature review containing at least 6 journal articles which cover the same topic pertaining to the class. This literature review should be between 2-3 pages, double-spaced, 12-point font and MLA/APA formatting. At the end of each literature review, a bibliography citing the articles read for the review should be given in proper MLA or APA format. A literature review is all about finding the connections between the various articles and demonstrating your understanding of the subject based on those articles. This is not a summary of each article individually, but rather a brief summary of the articles collectively with connection to the lectures, book readings and case studies you will have this semester. I have given a list of various journals where you can find these articles under Supplemental Readings. You will be required to submit this literature review via SafeAssign on Blackboard.

*In-Class Activities/Exercises (12 Available, 10 Count – 50 Points Each; 500 Points Total):* Each week when there is an assigned reading, the class will have in-class team activities from within the text. These activities will be completed in groups of 3-4 depending on class size. Groups will submit a single paper which contains the answers to their activity questions and in-class discussion will follow once all groups have answered these questions. As there are 12 dates when these exercises will be available, only 10 exercises will count. This allows students to miss up to 2 class sessions without penalty against their grade. Please note that groups are not set and will be randomly assigned for each exercise.

*Group Debate Presentation (200 Points):* During the final day of class, April 25th, there will be group debate presentations. These debates will be assigned in the second week of the semester and will require all groups to prepare outlines/notes for both the pros and cons of a specific topic relating to management in the public sector. Groups will consist of 6 people and the debate will be in the form of a mock debate with the instructor as the moderator. Tasks include: 1) Creating a set of questions which the moderator will ask, 2) Forming viable arguments for both the pros and cons side, 3) Providing the class with notes they can keep to assist in following the debate, 4) Ensure equal speaking time between all group members, and 5) Provide solid answers to questions which relate back to notes, management techniques and human resource policies. The structured portion of the debate should last 15-20 minutes with a short Q&A/Discussion from the rest of class lasting 10-15 minutes afterwards.

*Participation (100 Points)*: Participation is something not based on attendance, but rather the discussion times given in the Course Format. Your participation will also depend heavily on the in-class case study time. This is your opportunity to share thoughts amongst your peers and evaluate real situations pertaining to life in the public sector. It is also expected that you attend class, but should you have a valid reason, that is understandable and can be made up by going on to Blackboard and posting on the discussion board which will be opened to demonstrate you completed the readings. Should you need to miss a class, please inform me and then post a response to the discussion board by the Wednesday following the assigned class period. During class, quality discussion makes up the bulk of these participation points. Please see In-Class Participation/Behavior for further explanation.

*\*Manager Critique (Possible up to 25 Bonus points)*: YES, BONUS POSSIBILITY! This is not an easy thing to do, but should you achieve it, some bonus will come your way. You will need to contact a public organization and discuss the possibility of doing a job shadow for someone in a Managerial role. If you already work for a public agency, ask someone higher up if you can follow them around for a day. Please verify with me for prior approval with regards to the organization and the person’s position within the organization. Your bonus points will be based on a small write-up (1-page MINIMUM, 12-point font, double-spaced) which discusses when you arrived/left, what was done during the day, and your observations with regards to the theories and readings throughout the semester. Obviously if you do this earlier in the semester you will not have as many theories to base your critique, but the experience will prove valuable none the less. The amount of bonus will be based on your time spent and the quality of your critique. Please also provide a signed verification from the person that you were shadowing to state that you were with them for the entire day and attach it to your write-up. This can be submitted online or in person.

**Grading Breakdown:**

Grades will be given on the basis of a generally accepted grading scale used throughout FAU. The following table will give you a basic guideline by which you can follow with the points given in the Semester Assignment section:

|  |  |
| --- | --- |
| **GRADE** | **TOTAL POINTS** |
| **A** | **945 & up** |
| **A-** | **895-944** |
| **B+** | **865-894** |
| **B** | **825-864** |
| **B-** | **795-824** |
| **C+** | **765-794** |
| **C** | **725-764** |
| **C-** | **695-724** |
| **D** | **604-694** |
| **F** | **0-604** |

\*Note – Since the minimum passing grade is a C-, there will be no +/- for a D

**Students with Disabilities:**

If you suffer from any condition (mental or physical) that will make it difficult for you to successfully complete this course or for which you will require special assistance; reasonable accommodation will be made. However, it is incumbent on the student to notify the instructor within the first two weeks of the semester so that specific arrangements can be made.

**In-Class Participation/Behavior:**

It is expected that while in class, you behave in the manner adults should. Please respect the opinions of others and be cautious to give sharp criticism. The college classroom is a setting in which learning should take place in many forms and that does include the openness to new ideas and ways of thinking. Under no circumstance will insolence be tolerated. Furthermore, please come to class prepared and be willing to give valuable opinions/discussion on the topics and cases being discussed. Be prepared that some topics will strike sensitive nerves (ex. Affirmative Action), so make sure your comments are given with justification and not just blind ambition. Finally, as stated previously, attendance is not mandatory, but valid reason should be given if absence is necessary. In-class participation makes up a large portion of this course and everyone is a valuable member of the classroom organization

**Course Outline (All Tentative – Cases will be assigned one week prior in class):**

Jan. 5:

Course Introduction – Provide an Online Biography

\*Jan. 11th is the last day to drop with no late fees

Jan. 12

READ Berman et al Chapter 1

Looking at the history of HR; Principles of HR & Management

\*\*Jan. 18th is the last day to drop with no “W”

Jan. 19

READ Berman et al Chapter 2; Case Studies 12, 14, 16, 28 & 29

Looking at various legal issues

Jan. 26

READ Berman et al Chapter 3; Cases 1 & 18

Recruitment and Job Classification

Feb. 2

READ Berman et al Chapter 4; Case 2 and Revisit 1 & 18

Personnel Selection

Feb. 9

READ Berman et al Chapter 5; Cases 20 & 21 and Revisit 2

Job Enrichment and Job Enlargement

Feb. 16

READ Berman et al Chapter 6

Motivation

Feb. 23

READ Berman et al Chapter 7; Cases 4, 5, 6, 7 & 11

Employee Pay and Benefits

\*\*\*\*Mar. 1st is the last day to withdraw without receiving an “F” for courses

Mar. 2 – OFF DAY; WORK ON DEBATE

Mar. 9 – NO CLASS, SPRING BREAK

Mar. 16

READ Berman et al Chapter 8; Cases 25 & 27

Employee Policies

Mar. 23

READ Berman et al Chapter 9; Cases 13, 17 & 30 and Revisit 20

Employee Training and Ethics

Mar. 30

READ Berman et al Chapter 10; Cases 8, 15, 19, 23 & 26

Evaluating Performance

Apr. 6

READ Berman et al Chapter 11

Discussion on Unions in Government

Apr. 13

READ Berman et al Chapter 12; Cases 9 & 10

Collective Bargaining

Apr. 20

READ Cases 15, 22 & 24

Employee Due Process and Grievance Rights

Apr. 27

DEBATE PRESENTATIONS

\*\*\*Please make sure your Literature Reviews have been submitted before 11:59PM on April 27th.

**Appendix A**

Florida Atlantic University

**Regulation 4.001 Code of Academic Integrity**

(1) Purpose. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

(2) Definitions. The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate. Examples of academic dishonesty include, but are not limited to, the following:

(A) Cheating

1. The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment.

2. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.

3. Having someone take an exam or complete an assignment in one’s place.

4. Securing an exam, receiving an unauthorized copy of an exam, or sharing a copy of an exam.

(B) Plagiarism

1. The presentation of words from any other source or another person as one’s own without proper quotation and citation.

2. Putting someone else’s ideas or facts into your own words (paraphrasing) without proper citation.

3. Turning in someone else’s work as one’s own, including the buying and selling of term papers or assignments.

(C) Other Forms of Dishonesty

1. Falsifying or inventing information, data, or citations.

2. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.

3. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.

4. Any other form of academic cheating, plagiarism, or dishonesty.

(3) Procedures.

(A) If the instructor determines that there is sufficient evidence to believe that a student engaged in dishonesty, the instructor will meet with the student at the earliest possible opportunity and provide notice to the student of the instructor’s perception of the facts, the charges against the student, and the sanction. The instructor may not remove the student from the course until the appeal process has come to a conclusion.

(B) If, after this meeting, the instructor continues to believe that the student engaged in dishonesty, the instructor will provide the student written notice of the charges and the penalty. A copy of this statement shall be sent to the chair of the department or director of the school/program administering the course.

(C) The student is entitled to an opportunity to be heard at a meeting with the instructor and chair/director to review and discuss the instructor’s charges/statement. Such request for a meeting must be made in writing and received by the chair/director within five (5) business days of receipt of the instructor’s charges/statement. The purpose of the meeting is to discuss the facts and to advise the student of the appeal process. The chair/director will provide the student, the instructor, and the dean of the college administering the course a summary of both the student’s position and the instructor’s position.

(D) The student may appeal in writing to the dean of the college administering the course. The appeal must be received by the dean within five (5) business days of receipt of the chair/director’s summary from the review meeting. The dean will convene a Faculty-Student Council (“Council”), which will be composed of the dean (or designee), two faculty members, and two students. The dean (or designee) will act as chair of the Council, direct the hearing, and maintain the minutes and all records of the appeal hearing, which will not be transcribed or recorded. The hearing is an educational activity subject to student privacy laws/regulations, and the strict rules of evidence do not apply. The student may choose to be accompanied by a single advisor, but only the student may speak on her/his own behalf. The student and instructor may present testimony and documents on his/her behalf. Additional witnesses may be permitted to speak at the dean’s (or designee’s) discretion and only if relevant and helpful to the Council. The Council will deliberate and make a recommendation to the dean to affirm or void the instructor’s findings of academic dishonesty. The dean (or designee) will inform the student and instructor in writing of his/her findings of academic dishonesty after receipt of the Council’s recommendation.

(E) The student may request an appeal in writing of the dean’s findings of academic dishonesty to the University Provost (or designee) and include relevant documentation in support of such appeal. The University Provost (or designee) will notify the student, dean, and instructor of his/her decision in writing. This decision by the Provost (or designee) constitutes final University action.

(F) If there is a finding that the Code of Academic Integrity has been violated, the chair will notify the University Registrar that the following notation be included on both the student’s official transcript and on the student’s internal record: “Violation of Code of Academic Integrity, University Regulations 4.001.” If such violation is appealed and overturned, the dean or University Provost (or their designees) will notify the University Registrar that such notation should be removed from the student’s transcript and internal record.

(4) Penalties.

(A) The instructor will determine the penalty to be administered to the student in the course. Penalty grades cannot be removed by drop, withdrawal, or forgiveness policy. Students should be aware that, in some Colleges/programs, failure in a course or a finding of dishonesty may result in other penalties, including expulsion or suspension from the College/program.

(B) In the case of a first offense, the student may elect to complete a peer counseling program administered by the Division of Student Affairs by the end of the semester following the semester in which the dishonesty occurred. Upon successful completion of this program, the notation regarding violation of the Code of Academic Integrity will be expunged from the student’s official transcript. The grade, however, will remain unchanged and cannot be removed by drop or forgiveness policy. Also, the notation will remain in internal University student records.

(C) In the case of a repeat offense, even if the notation of violation of the Code of Academic Integrity from the first offense had been expunged from the official transcript as a result of successful completion of the peer counseling program, the student will be expelled from the University.

*Specific Authority: Article IX of the Florida Constitution, 1001.706, 1001.74 F.S., Board of Governors Regulations 1.001, 6.010, and 6.0105. History–New 10-1-75, Amended 12-17-78, 3-28-84, Formerly 6C5-4.01, Amended 11-11-87. Formerly 6C5-4.001. Amended 5-26-10.*