

Argosy University
COURSE SYLLABUS
PA6520
Public Personnel Management

Faculty Information

Faculty Name:

Campus:

Contact Information:

Office Hours:

Short Faculty Bio:

Course description:

This course introduces students to a strategic view of personnel management and the positioning of the supervisor as a strategic partner in the intersection of public policy and human resource management. The course will focus on the human resource plan, labor relations, and supervision. Strategic use, management and organization of human capital to achieve public policy goals, as well as, the behavioral and environmental determinants to effective personnel management and supervision are explored in this course.

Course Pre-requisites: None

Required Textbook/Readings:

Shafritz, J.M., Rosenbloom, D. H., Riccucci, N. M., Naff, K. C., Hyde, A. C. (2007).
Personnel management in government: Politics and process, 6th Edition. Taylor
& Francis. ISBN: 0-8493-8519-9

Course Length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1. **Communication:**
 - a. Communicate the roles and limitations of government at any level (federal, state, local) in specific circumstances.
 - b. Deliver oral, visual, or written presentations to educate or promote projects to diverse audiences.
2. **Analytical problem solving:** Gather information, discern gaps, develop, and evaluate possible solutions and alternatives regarding political, social, and financial costs and benefits of public sector initiatives.

3. **Leadership and motivation:**
 - a. Generate shared goals and lead internal and external stakeholders toward those goals.
 - b. Motivate employees and other stakeholders to perform consistent with the mission of the relevant work unit.
4. **Tactical Management:** Execute duties and responsibilities such as: evaluate and supervise employees, reinforce organizational mission, and manage unit budgets.
5. **Interpersonal Effectiveness:**
 - a. Establish, build, and sustain effective working relationships with relevant parties to achieve organizational goals.
 - b. Exemplify and teach ethical values and behavior

Course Objectives:

1. Examine the role of the supervisor as a strategic partner in the intersection of public policy and human resource management.
2. Analyze policy or program needs, implementation strategies to maximize public benefit, employee classification and compensation, and recruitment and selection policies in relation to the human resource plan.
3. Evaluate the role of unions and privatization in the public sector personnel management.
4. Propose techniques to motivate, manage, and lead the public sector workforce in a bureaucratic system.

Activities/Assignments/Assessments Table

Unit	Topics	Readings	Assignments
1	Introduction to the Human Resource Plan <ul style="list-style-type: none"> • Components of the Human Resource Plan • Role of Personnel Department • How public policy, initiatives, and programs drive human resource needs. • Needs assessment • Implementation strategies to maximize public benefit 	Text: Shafritz, J.M., et. al. (2007). <i>Personnel management in government: Politics and process, 6th ed.</i> Chapters 1-4	Lecturette: Managing people is central to essentially any management or supervisory job. To be successful, the manager must develop interpersonal competencies in dealing with people of different skill levels, work ethics, and personal characteristics to gain the greatest contribution from each individual. However, the manager must also operate within the confines of human resource/personnel policies designed – for good reason – to treat all individuals in the same, or at least comparable, ways. The balance

			<p>of understanding how to balance the needs and contributions of the individual within the structure of organizational guidelines is a critical judgment competency to develop. Also, developing the judgment to know when one must seek guidance from either senior management or the HR/personnel support organization, is as critical as knowing the “right” policy answer.</p> <p>Public sector organizations tend to be more constrained by personnel (and other) policies than most for-profit organizations. Several factors contribute to this more restrictive environment. First, the public entity is subject to more open and transparent processes because they are public – whether that review is Congressional oversight or public disclosure laws. Second, the rate of unionization is much higher in the public sector than the private sector (in the US) and this creates a formalization of rules and procedures – and another oversight body – that is frequently not present in the for-profit world.</p> <p>One need not believe this greater structure is good or bad, either operationally or as a policy matter. For the person in the system, it is simply the reality of management. And the successful public sector manager, adjusts to this reality.</p>
2	<p>Classification, and Compensation</p> <ul style="list-style-type: none"> • The Classification System • Seniority-based and task-based compensation system 	<p>Text: Shafritz, J.M., et. al. (2007). <i>Personnel management in government: Politics and process, 6th ed.</i> Chapter 5</p>	<p>Assignments/Assessment: Investigate and discuss the classification system within an agency of interest to you. Analyze how this system supports (or impedes) performance, supervision, and the agency’s overall preparedness to meet the needs of the public. You will</p>

	<ul style="list-style-type: none"> • Implications for motivation 		<p>want to use this same agency and system in the assignment for Module 3.</p> <p>Lecturette: Financial compensation may be one of the primary reasons an individual is attracted to the job. It is rarely the only reason; benefits matter but so do working conditions, the location of the job, co-workers and supervisory styles, and the challenge of the job. Compensation will also contribute to why someone stays on a job – and also what they do while on the job. In the private sector, one can find every kind of compensation system and philosophy imaginable – companies that want to be in the top 10% of pay v those who target “industry averages” v those that consciously choose to pay less than average. Bonus systems are also common, whether a “signing bonus”, initial pay for meeting specific individual objectives, or bonuses for the performance of a group or entire company. Bonuses may be token (e.g. a \$25 gift certificate for a special effort or perfect attendance for a year) or substantial (e.g. a construction firm completing a highway project three months early).</p> <p>Pay does motivate people. It is not the only motivator, and sometimes not the primary motivator, but pay does influence behavior. Public sector jobs are seeing more use of limited bonuses and more competitive salaries than have been historically the case. And especially in smaller communities without dominating firms, public sector jobs and benefits may be above average. But more often</p>
--	---	--	--

			<p>than not, a comparable job in private industry for a major employer will pay more than that in the public sector. And that pay is likely to be magnified over time. This will influence behavior at work, and, perhaps more importantly, it will influence who chooses to work in the public sector (and when in the career that choice is made).</p>
3	<p>Recruitment and Selection</p> <ul style="list-style-type: none"> • Recruitment as a centralized process <ul style="list-style-type: none"> ○ Applicant Testing and Evaluation • Selection as a management decision • Position by Appointment • Strategic approaches to managing the recruitment and selection process • Ethics of Recruitment and Selection in the Public Sector 	<p>Text: Shafritz, J.M., et. al. (2007). <i>Personnel management in government: Politics and process, 6th ed.</i> Chapter 6</p>	<p>LASA #1: Examine the recruitment and selection environment in the context of the classification system employed in the agency selected in Module 2. Analyze how a supervisor might evaluate “intangibles” as well as specific job criteria and make a selection among candidates seen as essentially equally qualified. What ethical constraints or guidelines above any legal requirements must be/should be employed in the process? What if any factors beyond the formal job requirements might you want to consider in the selection process?</p> <p>Lecturette: Hiring the best qualified candidate is the expressed goal of all recruitment practices. Yet, a manager frequently finds that “best” is difficult if not impossible to determine. One person may be the best technical electrician but be disruptive with co-workers. The smartest candidate – assuming that can be objectively determined – might know more about the job the</p>

			<p>first day but be unable to complete tasks. One person may have more experience but another one has more training – and how to weight comparison is not always easy. Employment law identifies numerous factors that can't be used as factors (age, race, gender, disabilities). Public sector organizations frequently have additional rules to constrain decisions (e.g. 2 years of experience may offset the lack of one year of minimum education). But in the end, there is rarely a decision where one person is unquestionably the best and only acceptable candidate for the job. Judgment enters the decision. So does politics.</p>
<p>4</p>	<p>Role of Unions in the Public Sector</p> <ul style="list-style-type: none"> • Labor Relations and Collective Bargaining <p>Supervision in a Unionized Environment</p> <ul style="list-style-type: none"> • Managing individuals to a group contract • Actions within the contract, contradicting the contract, and not directly addressed in the contract 	<p>Text: Shafritz, J.M., et. al. (2007). <i>Personnel management in government: Politics and process, 6th ed.</i> Chapter 8</p>	<p>LASA #2: Dr. Dallas Jones, a former faculty member at the University of Michigan School of Business and a nationally respected arbitrator for many years, argued that “Companies get the unions they deserve.” Identify a unionized public sector agency of interest to you, and either through personal investigation or published articles, analyze the operating relationship between the agency, the union, and the workforce and evaluate how the presence of the union contributes to the public good. What evidence suggests that Dr. Jones’ assertion is either correct or incorrect in this particular setting?</p> <p>Lecturette: While the value of unions for American society is debated and has been since the start of unions, most historians of business will acknowledge that the union</p>

		<p>movement arose from management/owner abuses and the union movement filled a need before public employment law provided greater support to employees (how well employment law serves is still a matter of great debate). In the public sector, prior to the civil service system and the structure it imposed, few would argue that favoritism – based on race, age, religion, and gender as well as things as simple as the opinion of neighbors, friends, and family --- greatly influenced the availability of jobs as well as the pay and conditions for those jobs. That is, “bureaucracy” was the response to abuse. And where bureaucracy was still insufficient, unionization filled the gap.</p> <p>By necessity, along with unionization was another layer of rules and practices restricting management prerogative. But no contract can anticipate every conceivable issue that arises in the work place. So contracts are written to identify major issues and provide rules of behavior around those issues, but also provide somewhat more vague guidance for the unanticipated decisions. The manager works in an environment where certain behaviors are clearly allowed, other behaviors are clearly forbidden, but much of the important work life occurs in the grey area where the contract does not explicitly direct behavior. Success of the manager depends on her/his ability to operate in this area to meet the mission of the organization but also stay within bounds of acceptability for both the individual workers and the union as an entity – when the last two are not always in agreement.</p>
--	--	--

5	<p>Managing Bureaucracy</p> <ul style="list-style-type: none"> • Managing within an existing structure • Employee Evaluation • Conflict Management <ul style="list-style-type: none"> ○ Union v. Management roles ○ Documentation and Escalation 	<p>Articles:</p> <p>Guttman, H. (2009). Conflict Management as a Core Competency for HR Professionals. <i>People & Strategy</i>, 32(1), 32-39.</p> <p>BEHRENS, W. (2009). Managing Millennials. <i>Marketing Health Services</i>, 29(1), 19-21.</p>	<p>Participant Assignment:</p> <p>Using personal experience, investigation of a local agency, or evaluation of written documentation, identify two work situations in which (1) an employee failed to take initiative necessary to contribute to the mission and (2) took initiative beyond the scope of the job but that initiative was unsuccessful. Compare and contrast how you as supervisor would intervene in each case.</p> <p>Lecturette:</p> <p>Only the simplest of tasks can be handled by employees without exercising judgment. And an employee's ability to use judgment in tasks differs greatly (as does the technical ability of the employee). The public sector manager must be comfortable evaluating technical skills, identifying training needs for individuals, coaching the individual to improvement, and, in some cases, documenting successes and failures that may impact the employees promotion potential, merit increases, and/or job security. And all of this occurs within the constraints of the personnel management system as well as union contracts (where applicable). Conflicts will occur, whether between the supervisor and the employee or the supervisor and the union representation or both (and sometimes between the employee and the union). In</p>
---	---	--	--

			<p>day-to-day leadership activities of the public sector manager, how that conflict is managed is a major determiner of the success of the manager.</p> <p>Most individuals have trouble giving negative feedback to others, and most people have trouble giving constructive feedback of any kind. Developing the competency of giving meaningful feedback – positive and negative – is a central management skill. Documenting the behaviors is nearly as important, and arguably more important if the performance is bad enough to eventually lead to disciplinary action up to and including dismissal. Any such action will be subject to review at multiple levels and the burden of proof rests with the manager, not the employee seen as non-performing.</p>
<p>6</p>	<p>Creating the passion-driven Organization</p> <ul style="list-style-type: none"> • Motivating employees in a seniority based environment v. a meritocracy based environment • Approaches to developing non-monetary based reward systems • Supervising the vision of public good: <ul style="list-style-type: none"> ○ Fostering passion by articulating the role and importance 	<p>Articles: Morse, Ricardo S. Innovations in Public Leadership Development</p> <p>Making Sense of Leadership, Gerald M. Pops Public Administration Review, Vol. 67, issue 2. Pages 361-364, 2007 The American Society of Public Administration</p>	<p>Participation Assignment: Define the vision of an agency or work unit of interest (either one you work for, or one you want to work for). Examine how positions within the entity support the vision . Develop no more than two PowerPoint slides to summarize your point and share them with the class. Consider the following: Does the majority of the work support the vision? Does the team share a common view of what the vision is?</p> <p>Lecturette: Much of management and supervision focus on dealing with shortcomings, whether technical problems, the managerial rules of</p>

	<p>of the public sector employee in fulfilling the vision of public good</p>		<p>engagement and operating processes, or under-performing employees. Managers can often become absorbed with “stopping the bleeding” or “fighting fires.” But the success of the organization in reaching its mission is dependent upon the amount of time and effort that managers – and all employees – dedicate to completing the mission. Some organizations try to separate the “fire fighting” roles from the “mission central” roles. This can work but runs the risk of continually burning out those assigned to only deal with the negative factors of work. More often, the roles of managers are focused on both the mission and controlling the factors that could lead to failure.</p> <p>The natural tendency is to focus on the urgent, even if the urgent isn’t necessarily the most important. A senior manager can play an important role in the life of more junior managers by mentoring them through these situations of high demands. And the more junior manager can play the same role with the employees of the work unit. The more passion all have for the work of the mission, the more likely the group is to balance the mission and the constraints. But not all people bring the same passion to the work. Finding those who do, developing that passion, and maintaining it over time often becomes the biggest single organizational contribution of the successful manager. The range of tools available to the manager is indeed limited, and more limited in the public sector than the for-profit world, but the obligation remains.</p>
--	--	--	--

7	<p>Producing and managing results in the Public Sector</p> <ul style="list-style-type: none"> • Engaging in the right work to meet the objectives of the mission • Prioritization of goals • Utilizing a performance matrix to identify and assess performance benchmarks 	<p>Articles: A Performance Management Framework for State and Local Government: From Measurement and Reporting to Management and Improving . 2007 National Performance Management Advisory Commission http://www.gfoa.org/downloads/PMCommissionFrameworkPUBLIC-REVIEW-DRAFT.pdf</p>	<p>LASA #3: Drawing upon everything covered in this course, in preceding courses, and in your professional work life, identify the mission of the agency in which you want your next job to be, and analyze how the agency presently generates passion for the mission and propose actions that would allow you to improve the work groups commitment to and results for the mission., Also, identify how you would reward and recognized improved performance of individuals and the work group in an environment where compensation itself will not be adjusted.</p>
8	Course Wrap Up	Review and Recap	

Grading Criteria

Grading Scale

A	100 – 93 %
A-	92 – 90 %
B+	89 – 88 %
B	87 – 83 %
B-	82 – 80 %
C+	79 – 78 %
C	77 – 73 %
C-	72 – 70 %
F	69 and below

Grading requirements

<i>Attendance/participation</i>	<i>15%</i>
<i>Formative Assessment 1</i>	<i>20%</i>
<i>Formative Assessment 2</i>	<i>20%</i>
<i>Formative Assessment 3</i>	<i>20%</i>
<i>Total</i>	<i>100%</i>

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/libweb/resources/>

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop

writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.