SYLLABUS

PUBLIC ADMINISTRATION (PADM) 5310.500
PUBLIC PERSONNEL ADMINISTRATION
Fall 2023
Online

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Department of Government
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468-2446 (Office)
E-mail: Desire2Learn

Office Hours: MW 11:00-12:30 & 5:30-6:30 in person, via Zoom, (990 3319 4393 Aplus & 923 2613 9196 Aplus) or by appointment

COURSE DESCRIPTION

This course covers the following topics: Personnel structures, strategic human resource management, legal issues, recruiting, staffing, job analysis, job evaluation, classification, compensation, training, performance appraisals, discipline and dismissal, and issues, opportunities, and challenges in working with human resources.

PROGRAM LEARNING OBJECTIVE

Demonstration of knowledge, skills, and abilities in public sector resource management. The acquired knowledge, skills, and abilities should display competencies in human, financial, and information resource management.

STUDENT LEARNING OBJECTIVES

This course will allow you:

1. To become familiar with the contexts, problems, paradoxes, processes, prospects, issues, strategies, and challenges in public personnel administration
2. To view public personnel administration from a variety of perspectives, including diversity
3. To better appreciate and understand human resource techniques and functions in public organizations
4. To comprehend the politics, legal aspects, and policies of public personnel administration
5. To gain practical research skills that are applicable to public personnel administration
6. To understand the application of various techniques of public personnel administration
7. To develop the ability to interact with human resource professionals
8. To reflect on personal personnel experiences that enrich our understanding of public personnel administration
9. To use the art of criticism to challenge the writings of others
10. To research and present a proposed personnel reform, a change of a policy, or an attempt to address a problem

August 22, 2022
REQUIRED READINGS


RECOMMENDED POCKET STYLE GUIDE


SNAPSHOT OF THE COURSE

This course is designed with 13 learning modules, a mid-term exam, and a final exam. Each learning module covers a week and starts at 8:00 p.m. on a Monday and ends at 8:00 p.m. on the following Monday. To coincide with Modules 2 through 13, classmates will research, write, and submit memos to a drop box and will e-mail their memos, via Desire2Learn (D2L), as Word attachments to classmates by Monday at 8:00 p.m. Classmates will write initial postings that will, ask a human resource management question, integrate critiques of the memos and reflections of the readings and submit them to a discussion board before 8:00 p.m. on Fridays. Two response postings to the reflections of classmates are required prior to end of the learning module (8:00 p.m. on Mondays). Video presentations will be due on Monday, December 4. The Mid-Term Exam will be the week of October 16, and the Final Exam will be the week of December 11.

COURSE REQUIREMENTS/GRADING

Exams (28.6 percent of grade)

There will be a Mid-Term Exam and a Final Exam. You can earn up to 100 points on each exam. The exams are essay based, and the general format will be announced in advance. Successful examination results will require you to remain up-to-date with assigned readings and with the learning modules. Prior to taking the exam, you will have to devote considerable time studying the course material covered on the exam to enable you to address the essay directives. You will have to schedule a four (4) hour time block with Dr. Herzog to take the exam during the week.

Memos (28.6 percent of grade)

You will be required to write four (4) memos that correspond with the assigned readings. You can earn up to 50 points on each memo. Please review the handout Grading Criteria for Memos located in the Course Materials folder under Content. The memos should be 2 to 3 single-spaced pages or between 800 and 1200 words. Memos will be submitted to a drop box and e-mailed, via D2L, as Word file attachments to all classmates (including Dr. Herzog) before 8:00 p.m. on Mondays. Please sign-up for your first memo by going to Groups under Communication Tools located on the home page for the course. Initially, you will sign-up to write a memo for learning module 2, 3, or 4. Eventually, you will sign-up to write a memo for learning modules 5, 6, or 7 (Memo #2); 8, 9, 10 (Memo #3); and 11, 12, 13 (Memo #4). Please see the class schedule below before signing up for a memo.

August 28, 2023
Discussions: Reflections & Response Postings (33.4 percent of grade)

Each module includes assigned readings, a pdf of the Berman textbook PowerPoints (from the 6th edition of the book), learning module content, and classmate authored memos. After you complete the readings you are to write/post a titled reflection that shows evidence that you have read and have critically thought about the assigned readings, learning module content, and memos. The title of your reflection should suggest the theme of your posting, prefaced by your last name (e.g., Herzog: If We did not have to Deal with People). This evidence must include boldfaced names of authors (Berman, Herzog and classmates). Your reflections should not be summaries of the readings/cases, learning modules, and memos. Instead, your postings should highlight important information, ask a question for classmates to answer, admonish weaknesses, and provide inquisitive insights. Please underline your question.

Your reflections are due on Fridays at 8:00 p.m. and should be between 400 and 600 words. (You do not have to include your own memos in your reflections.) The discussion boards for the reflections and response postings will be available from 8:00 p.m. on Mondays until 8:00 p.m. the following Monday. For example, you will have until Friday, September 1, 8:00 p.m. to post your initial reflection for the Introduction & Module 1, and two response postings between 100 and 200 words to two different classmates/threads need to be posted by 8:00 p.m. on Monday, September 4. You may earn up to twelve (12) points for each reflection (13 total) for up to 156 total points. You may earn up to three (3) points for each response posting (26 total) for up to 78 points.

Please review the Discussions: Reflections & Response Posting Grading Rubric under the Content tab in the Course Materials folder.

Presentation and Feedback (9.4 percent of grade)

During this semester, you will make a video presentation that seeks to change a personnel practice, reform a policy, or address a personnel problem. Video presentations are due Monday, December 4. You can earn up to 50 points on your presentation and 16 points for feedback to classmates. The presentations should be about ten (10) to fifteen (15) minutes. A handout of the presentation requirements, guidelines, and technical requirements will be distributed.

Course Evaluation/Bonus Points

At the end of the semester, you will have the opportunity to complete an anonymous course evaluation accessed via MySFA. If you complete the multiple choice and comments sections of the course evaluation, you will be able to earn four (4) BONUS POINTS.

Grading

This course is graded on a cumulative point system where you can earn up to 700 points. Final grades are determined on the following point and percentage scales:
<table>
<thead>
<tr>
<th>Range</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 630</td>
<td>90 to 100</td>
<td>A</td>
</tr>
<tr>
<td>560-629</td>
<td>80 to 89.9</td>
<td>B</td>
</tr>
<tr>
<td>490-559</td>
<td>70 to 79.9</td>
<td>C</td>
</tr>
<tr>
<td>420-489</td>
<td>60 to 69.9</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 420</td>
<td>&lt; 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Grades will be posted on D2L as earned, and students can monitor their cumulative points and current percentage of points earned in the course. There will be 48 planned graded items in this course. There will also be multiple opportunities for bonus points located in the learning modules.

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Number of Grades (Total Points Possible)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memos</td>
<td>4 (200)</td>
</tr>
<tr>
<td>Reflections</td>
<td>13 (156)</td>
</tr>
<tr>
<td>Response Postings</td>
<td>26 (78)</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>1 (100)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1 (100)</td>
</tr>
<tr>
<td>Presentation</td>
<td>1 (50)</td>
</tr>
<tr>
<td>Feedback on Presentations</td>
<td>1 (16)</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>1 (4 Bonus)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48 (700)</strong></td>
</tr>
</tbody>
</table>

**PROPER/MANDATORY E-MAIL ETIQUETTE**

If you are responding to the contents of an e-mail I have sent, you do not need to change the subject line. If your message does not relate to the contents of an e-mail that I have sent or if you are e-mailing on a new topic, you need to compose a new e-mail with a descriptive subject line that alludes to the content of the e-mail. (In addition, these subject lines become invaluable for archival retrieval.) Please note that e-mail is NOT a text message as it is more formal communication. You should start every e-mail to me with Dr. Herzog, and I will address you as Ms. or Mr. I will respond to your e-mail after I receive it.

**CALENDAR**

**Getting Started & Introduction**

8/28

**Module 1**

8/28

Living the Vida Loca with Public Personnel Management

Reading: Berman, Preface pp. xvi-xviii, Introduction, pp. 1-16, Chapter 1
Module 2
9/4 Strategic Human Resource Management (SHRM) and Mentoring
   Reading: Chapter 3 “Human Resource Planning” Personnel Management in Government:

Module 3
9/11 Employee Rights: Avoiding Legal Liability
   Reading: Berman, Chapter 2

Module 4
9/18 Recruitment: From Passive Positing to Head-Hunting
   Reading: Berman, Chapter 3

Module 5
9/25 Selection: Hire Slow and Fire Fast
   Reading: Berman, Chapter 4

Module 6
10/2 Position Management: Judicious Plan or Jigsaw Puzzle
   Reading: Berman, Chapter 5

Module 7
10/9 Motivation: Possible, Probable, or Impossible?
   Reading: Berman, Chapter 6

10/15 Mid-Term Exam

Module 8
10/23 Compensation: Vital, Visible, and Vicious
   Reading: Berman, Chapter 7

Module 9
10/30 Benefits: Not Just at the Fringes Anymore
   Reading: Berman, Chapter 8

Module 10
11/6 Training, Development, and the 3Ds: Creating Learning Organizations
   Reading: Berman, Chapter 9

Module 11
11/13 Performance Appraisal: A Process in Search of a Technique
   Reading: Berman, Chapter 10

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Module 12
11/27   Unions and Government: Protectors, Partners, and Punishers
        Reading: Berman, Chapters 11 and 12

Module 13
12/4    Human Resources Management Technology and Conclusions
        Reading: Berman, Conclusions pp. 548-584

12/11   Final Exam

COURSE CREDIT JUSTIFICATION

Public Personnel Administration is a 3-credit hour, fully online graduate course over a 15-week duration. During the course students examine and review extensive written material that addresses the same information students receive in a face-to-face lecture style course. Students are expected to engage with the learning modules for a minimum of three hours per week. Learning modules contain additional information in a variety of formats addressing the module topic. Online discussions with class colleagues of learning module material is required. Students are required to read a textbook concerning human resource management, complete exams over the course material, as well as written assignments including memorandums and create a presentation over contemporary public personnel issues. For every hour a student spends engaging with the content, he/she spends at least two hours completing associated activities and assessments.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

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Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to [https://www.sfasu.edu/policies/course-grades-5.5.pdf](https://www.sfasu.edu/policies/course-grades-5.5.pdf).

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.
On-campus Resources:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thehub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741