Instructor Info: Dr. Beth Rauhaus, Assistant Professor  
315 Hansford Hall ~ (706) 867-2665 ~ beth.rauhaus@ung.edu  
Office Hours: Monday 1-2 pm, Wednesday 1-4pm, Friday 11-noon and 1-2 pm

Course Description: Study of systems of employee recruitment, appointment, career development, reductions in force, and termination of employment in the public service. Employee-management relations, including public-employee unions, will be examined. Fair employment practices will be discussed. This is a three hour lecture course.

Required Course Materials: We will be using two books for this course. In addition, academic journal articles and sample supplemental documents will be available in D2L.


Course Objectives: This course is designed to assist graduate students in the mastery of human resource management in the public sector. Upon successful completion of this course, students will be able to understand and practice leadership responsibilities in public personnel as well as be able to understand the purpose of human resources in public organizations.

The following are primary objectives for this course:  
- To develop an understanding of the importance of personnel management in the public sector through reading assigned materials  
- To comprehend how personnel practices impact public employees and critically examine future issues of public personnel management through assigned readings and discussions of case studies  
- To prepare students to become professionals and ready for employment through activities, such as analyzing job descriptions, creating a cover letter and resume, and conducting mock interviews  
- To enhance students’ ability to create well-reasoned, analytical discussions that relate to issues that impact public personnel administration through writing activities and assignments

Methods of Instruction: In this three hour credit graduate, hybrid course, the instructor will lecture. During class time, students will also participate in in-class activities, such as case study discussions, mock
interviews and performance evaluations. Outside of class time, graduate students will be responsible for participating in discussion boards through D2L to reinforce ideas and concepts presented in the course.

**Evaluation:** Students will complete a variety of graded activities. All grades are based on a ten point scale. Below is a list of the evaluations used and the point value. In total, students may earn a possible 800 points throughout the semester.

- **Midterm Examination:** An in-class examination will be held where students will demonstrate an understanding of major themes and concepts discussed and assigned during the first portion of the semester. (100 points)

- **Final Examination:** An in-class examination will be held where students will demonstrate their mastery of public personnel administration. (100 points)

- **Case Study Analysis:** Students will be responsible for the presentation of two case-studies. For this assignment, students will sign-up for a preferred set of case studies and lead the class in discussing the case study during class time. Also, students will write a three to five page analysis of the case study. In this analysis, you should avoid summarizing the case study. Rather, you should analyze the case critically and apply it to the weekly assigned readings. Excellent assignments will have critical and analytical thoughts connected to greater themes presented in the readings. (100 points)

- **Practical Activities:** Students will complete two separate activities that will prepare them for their future profession. (100 points total)
  - Activity A= Students will find a job announcement that they would be interested in applying for and analyze it. After analyzing the job announcement, students will draft a cover letter and resume demonstrating their skills and desire to apply to such a job opening. These documents can be modified for future use, as graduate students begin to explore job opportunities. Sample resumes and cover letters will be available on D2L. (50 points)
  - Activity B= In-class mock interviews and performance evaluations will be conducted. Students will prepare a list of questions to ask potential job applicants and execute the interview process. After this mock interview, students will partake in mock performance evaluations, which will allow students to practice verbal and written communication skills in appraising others. Students will write a brief summary highlighting their experiences in the activity. (50 points)

- **Discussion Boards:** Since this course is a hybrid activity, we will have a total of ten discussion boards, which will open after our class meeting on Monday evening. In these discussion boards, you are to complete an activity and/or answer the questions I pose by Wednesday at 11:59pm and provide feedback to a peers’ comment by the close of the discussion board on Friday at 11:59pm. Each of your posts will be valued at five points each. Late postings are not accepted so please make note of any downtimes scheduled in D2L. (100 points)

- **Public Personnel Administration Issue Research Framework:** For this assignment, students will select an issue of importance in public personnel administration to research. For example, students may select issues such as: collective-bargaining, motivation of public employees, or contemporary issues in public human resources. Topics will be approved by the instructor by March 9th.
Once topics have been approved, students will research the issue fully and develop an annotated bibliography of eight public administration works. You should have academic journal articles, from journals such as: Public Administration Review, Public Management, Public Performance and Management Review, etc. You may use no more than two book chapters. Using a chapter from our text as a selection for one of the annotated bibliographies is prohibited. However, you should incorporate information from the text in your introduction and conclusion. This issue research framework paper will be approximately ten pages, which should include a strong introduction, before the annotated bibliographies, and a conclusion, which will analyze common elements and themes of your particular issue found throughout your research. Further details and instructions will be posted on D2L. Students will share their research with the class during the Student Research Forum. (200 points)

Participation: Graduate students are expected to be fully engaged in class discussions and activities. Each unexcused absence will result in a 10% deduction from your participation grade. The amount and quality of participation will be noted by the instructor during case study activities, mock-interview and evaluation seminars, as well as during the Student Research Forum. (100 points)

**All work should have proper citations, using the APA style. Failure to cite properly results in plagiarism. See the departmental webpage for specific instructions of APA style.**

**Late assignments will be downgraded 10% for each day late.**

**Written assignments shall be submitted in class and uploaded to TurnItIn.com, unless otherwise stated. Emailing assignments is not permitted. In order to upload your work to TurnItIn.com, you will need the following information.**

Class ID: 9233336
Enrollment Password: government

**Course Schedule:**

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<tr>
<th>Week 1- January 5th</th>
<th>Introductions and Course Review</th>
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<tr>
<td>- Purchase the texts</td>
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<td>- Access D2L to view supplemental documents</td>
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<td>- DB1- An introduction to D2L</td>
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<tr>
<th>Week 2- January 12th</th>
<th>Exploring Public Service and Governing the Workplace</th>
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<tr>
<td>- Read Intro and Ch. 1 &amp; 2 of the text</td>
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<td>- Read Pfiffner’s “The Public Service Ethic in the New Public Personnel Systems”</td>
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<td>- Case Studies 5, 12, 13 &amp; 16</td>
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<td>- Read Thacker and Gohmann’s “Male/Female Differences in Perceptions and Effects of Hostile Environment Sexual Harassment: ‘Reasonable’ Assumptions?”</td>
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| Week 3- January 19th | Holiday- No Class Meeting |

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<th>Week 4- January 26th</th>
<th>Recruitment and Selection</th>
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<td>- Read Ch. 3 &amp; 4 of the text</td>
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<td>- Case Studies 1&amp; 2</td>
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<td>Week</td>
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| 5    | February 2nd | Training, Learning, and Development  
- Read Ch. 9 in the text  
- Case Studies 20 & 24  
- **Activity A due** |
| 6    | February 9th  | Review for Midterm and Research Seminar  
- Read Jordan and Battaglio’s “Are We There Yet? The State of Public Human Research Management”  
- We will review for the Midterm exam and discuss topics for the framework paper.  
- An in-class session of locating research materials and literature will be conducted.  
- **DB 4** |
| 7    | February 16th | Midterm Examination |
| 8    | February 23rd | Strategic Planning and Position Management  
- Read Chapter 5 in the text  
- Case Studies 18, 21, 22 & 30  
- Read Mann’s “Building Sustainable Cities in a Post-Katrina Nation: HR’s Role in Mitigation and Planning  
- **DB 5** |
| 9    | March 2nd  | Employee Friendly Policies  
- Read Ch. 6 & 7 in the text  
- Case Studies 25, 27, 28 & 29  
- Read Mulvaney’s “Leave Programs/Time-Off and Work-Stress Family Employee Benefits Programs, Organizational Commitment, and Self- Efficacy among Municipal employees”  
- Read Sabharwal’s “Is Diversity Management Sufficient? Organizational Inclusion to Further Performance”  
- **DB 6** |
| 10   | March 9th  | Motivation and Compensation  
- Read Ch. 8 of the text  
- Read Cho and Perry’s “Intrinsic Motivation and Employee Attitudes: Role of Managerial Trustworthiness, Goal Directedness, and Extrinsic Reward Expectancy”  
- Please note: I will be out attending a conference. This class meeting will be solely online through D2L  
- **Discussion Board 7: Topic Approval for Research Framework** |
| 11   | Spring Break | |
| 12   | March 23rd  | Appraisal and Evaluation  
- Read Ch. 10 of the text  
- Case Study 3 & 19  
- **Activity B due** Read p. 156-157 & p. 168-171 of text  
- **DB 8** |
Week 13- March 30th  
Student Research Forum, Part I  
- All Students will submit Research Framework Paper  
- Students will present their work  

Week 14- April 6th  
Student Research Forum, Part II  
- Remaining students will present their work  

Week 15- April 13th  
Future of Public Personnel Administration  
- Read Conclusion of the text  
- Read Ewoh’s “Managing and Valuing Diversity: Challenges to Public Managers in the 21st Century”  

Week 16 – April 20th  
Course Review  
- Review all major concepts and prepare for Final Examination  

April 27th  
Final Examination  
- According to the exam schedule, exam time is 7:50-9:50pm  

Please Note:  
- This syllabus is subject to change upon instructor’s announcement.
APPENDIX A
Supplemental Syllabus:

ACADEMIC SUCCESS PLAN PROGRAM
UNG has implemented an Academic Success Plan Program to identify and provide assistance to at-risk undergraduate students. Refer you to your campus Academic Advising Center for the development of strategies that will enhance your academic success. You will be expected to take advantage of advising and other campus resources to achieve your academic goals.

STUDENTS WITH DISABILITIES
University of North Georgia is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. Students who require accommodations and services must register with Disability Services and submit supporting documentation. Disability Services provides accommodation memos for eligible students to give to their instructors. Students are responsible for making arrangements with instructors, and must give reasonable prior notice of the need for accommodation.

Contact Information for Disability Services:
§ Gainesville Campus: Carolyn Swindle, Assistant Director, carolyn.swindle@ung.edu, Dunlap-Mathis Building, Room 107, 678-717-3855
§ Dahlonega Campus: Thomas McCoy, Assistant Director, thomas.mccoy@ung.edu, Stewart Student Success Center, Room 313, 706-867-2782
§ Oconee Campus: Erin Williams, Assistant Director, erin.williams@ung.edu, Administration Building, Room 112, 706-310-6202
§ Cumming Instructional Site: Nicola Dovey, Director nicola.dovey@ung.edu or Beth Bellamy, Test Facilitator, beth.bellamy@ung.edu 678-717-3855. (For on-site assistance, contact Rebecca Rose, Head Librarian, rebecca.rose@ung.edu, Library University Center 400, 470239-3119.

ACADEMIC INTEGRITY POLICY
Student Code of Conduct: Please review the Student Code of Conduct located on the Dean of Students website.

Plagiarism and Turnitin.com: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Copyright: Both Federal and State laws forbid the unlawful duplication of copyrighted computer software or other reproductions of copyrighted material. In accordance with these policies, University of North Georgia expressly forbids the copying of such materials supplied by or used in the College. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the College under the Student Code of Conduct (Non-Academic Infractions--Prohibitions, Theft), and/or possible criminal action by the owner of the copyright.

DISRUPTIVE BEHAVIOR POLICY
Students who exhibit behaviors that are considered to obstruct or disrupt the class or its learning activities are subject to sanctions under the Board of Regents Policy on Disruptive Behavior. Behaviors which may be considered inappropriate in the classroom includes, but is not limited to, sleeping, coming in late, talking out of turn, inappropriate use of laptops or mobile devices, verbal
behavior that is disrespectful of other students or the faculty member, or other behaviors that may be disruptive. Students who exhibit such behavior may be temporarily dismissed from the class by the instructor and will be subject to disciplinary procedures outlined in the Student Handbook.

CLASS EVALUATIONS
Class evaluations at UNG are conducted online. Evaluation of the class is considered a component of the course and students will not be permitted to access their course grade until the evaluation has been completed. The evaluations will be accessible beginning one week prior to Final Exam week.

ACADEMIC EXCHANGE
Universities welcome diversity, free speech, and the free exchange of ideas. Discussion should be held in an environment characterized by openness, tolerance of differences, and civility. The values of an intellectual community are trust, honesty, free inquiry, open debate, respect for diversity, and respect for others’ convictions. Further, the intellectual community always seeks to foster the virtues and characteristics of intelligence, curiosity, discipline, creativity, integrity, clear expression, and the desire to learn from others. It is these that must guide our work and exchanges in this class. These principles are delineated further in the ACE Statement on Academic Rights and Responsibilities.

If these values and principles are breached, students have the right and responsibility to discuss their concerns with the course instructor and, as needed, the department head. Usually, the concerns are addressed at this level, but sometimes the department head may refer students to another resource. In the event that either the student or the instructor is not satisfied after discussion with each other, he/she may take his/her concerns in writing to the Associate Provost for Academic Administration.

INCLEMENT WEATHER
TV and radio stations will announce if the college is closed. Information on closing will also be available on our website http://www.ung.edu. Students, faculty and staff who have registered under Blackboard Connect Emergency Notification System will receive information not only about college and individual campus closures but also about the status of college and campus hours, including late openings.

Blackboard Connect Emergency Notification System
Emergency situations - from natural disasters to health scares to the threats of violence - require that our campus community be fully prepared and informed. Accordingly, University of North Georgia has implemented the Blackboard Connect service to enhance university communication and emergency preparedness. The Blackboard Connect system is a communication service that enables key administrators and Public Safety personnel to quickly provide all students, faculty, and staff with personalized voice and text messages.

All UNG emails are added into the system automatically. In addition, you may enter a phone number so that emergency announcements can be sent to you via voice and text message. To do this, go to our Banner self-service environment; click on the tab labeled "Personal Information"; then, click on the tab named "Enter Emergency Contacts for Blackboard Connect." Here you can update your information for the Blackboard system.

If you have questions, please contact Public Safety at 706-864-1500 or send an e-mail to emeralert@ung.edu.

COURSE GRADES AND WITHDRAWAL PROCESS
Grades: A, B, C, D, F, W, WF, MW
Incomplete grades (I) - This grade indicates that a student was doing satisfactory work but, for non-academic reasons beyond her/his control, was unable to meet the full requirements of the course.
For undergraduate programs, if an I is not satisfactorily removed after one semester (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. For graduate programs, if an I is not satisfactorily removed after two semesters (excluding summer), the symbol of I will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the department head and the dean.

IP (In Progress) - This grade is appropriate for thesis hours, project courses, Learning Support (LS) and English as a Second Language (ESL) courses. It is not appropriate for traditional credit courses. If an IP grade isn't satisfactorily removed after 3 semesters, the symbol of IP will be changed to the grade of F by the appropriate official. Under special circumstances, this period of time can be increased with the approval of the dean. However, students who receive a grade of IP in a LS course or an ESL will retain this grade due to the nature of the course.

K - This symbol indicates that a student was given credit for the course via a credit by examination program.

MW – Withdrawal for military exigencies

CR – Credit (for Military experience)

NR - This symbol indicates that the grade was not reported by the instructor.

S- This symbol indicates that a student completed the course with satisfactory work.

U- This symbol indicates that a student did not complete the course with satisfactory work.

V - This symbol indicates that a student was given permission to audit the course. Students may not transfer from audit to credit status or vice versa. If an audit student withdraws from a course prior to the end of the term, a grade of W will be assigned as the course grade rather than a grade of V. Any audit student who is dropped by the instructor for excessive absences will be assigned a grade of W.

W or WF – A W grade indicates that a student was permitted to withdraw from the course without academic penalty. Students may withdraw from courses prior to the midterm and receive a grade of W. Withdrawals without penalty will not be permitted after the midpoint of the total grading period except, in cases of hardship as determined by the appropriate official. If a student withdraws before the deadline, the grade of W will be given. The grade of WF is for students who withdraw after the deadline for the term or commit academic integrity violations.

APPENDIX B
Possible Comprehensive Examination Questions:

1. Identify two fundamental differences between the public and private sectors that impact how human resources are managed.

2. As a human resource manager, you may be asked to create a position announcement. What are three key components to developing an announcement for the public sector workforce?

3. Identify and explain the four screening phases of selection.

4. Motivation is important in the public human resource management. Provide at least three processes or policies an effective manager may use to motivate employees.

5. What is the 25-50-25 rule? Why is it important to HR managers?
6. Explain any three forms of flexible work arrangements and how each can be effectively implemented to create employee-friendly policies.

7. Why is it necessary to have various forms of appraisals? Explain at least two different types and why these would be beneficial in evaluating employees.

8. Do politics impact public personnel administration? If so, how?

9. What are the “big three” federal anti-discrimination statues? Discuss the effect these laws have had on public personnel management.

10. Define needs assessment. In your definition, explain the purpose and goal of this form of assessment.

11. What are the three stages of the recruitment process? Discuss the importance of each stage.

12. What is the role of a human resource department within a public agency?