

# PADM 6240

## Seminar in Staff Functions: Personnel

### Spring 2019

**Professor:** Dr. Anthony Cambell

This is a sample for prospective students. Current students should NOT purchase books based on this - consult your instructor!

**Office:** F – 401 (Avon Williams Campus)

**Class Location:** Training Room #2 (Avon Williams Campus)

**Class Time:** Monday – Thursday | 8:00a – 4:30p  
Friday | 8:00a – Noon

*Students will be given at least one hour (typically more) on Monday through Thursday to work on their group project.*

### Teaching Philosophy

The key element for an optimal learning environment is a good student-teacher relationship, and a good student-teacher relationship comes from mutual respect, trust and honesty. Learning takes place when students and teachers are open to learning from one another. In all my courses, I empower, encourage and support students in developing a personal relationship with the course material. My ultimate goal is to equip students with the awareness and skills to leverage course content in their professional pursuits.

### Course Overview

People are an asset critical to the functions of government. Effective personnel management requires developing these assets in a manner that helps an agency accomplish its mission. In addition to civil servants being a strategic asset, public personnel management is a key tool for ensuring that civil servants and public sector organizations are accountable for serving the public and upholding legal and Constitutional values. Public personnel administration occurs in a political context and requires managing the tension between merit and patronage. This course will provide students with an overview of the context in which public personnel management is administered, as well as an exploration of the core public personnel functions and activities. Case studies will be used to highlight the complexities, responsibilities, and tasks associated with public personnel management. Students will complete the course with an understanding of the contextual dynamics surrounding public personnel management, how personnel management is strategically important to mission accomplishment, and how the core functions of personnel management are interrelated.

## Course Reading

*Individual readings provided by the Professor*

*Textbook recommended for further investigation of the course topic*

Pynes, J. E. (2013). *Human resources management for public and nonprofit organizations* (4th Edition). San Francisco, CA: Jossey-Bass.

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## Student Evaluation

### Participation

- In order to excel in this course, students must be actively engaged with the course material, the professor, and their fellow students. Completion of daily activities will ensure that students are in the best position to deliver a high quality group project, as well as learn the most from the course.

### Group Project

- A group project will be the primary mechanism for evaluating student learning in this course. Student groups will be created on the first day, and more information about the project can be found in the *Group Project Overview* section on page 4.

## Class Schedule

### Day 1 (Monday, January 28)

- Introductions
- Course Overview
- Lecture & Discussion – Introduction to Human Resources Management (HRM)
- Lecture & Discussion – What is Strategic Human Resources Management (SHRM)
- *Lunch Break*
- Lecture & Discussion – Organizational Culture & Context
- Group Project Time

### Day 2 (Tuesday, January 29)

- Group Project Updates
- Lecture & Discussion – Job Analysis & Development
- Lecture & Discussion – Managing for Diversity
- *Lunch Break*
- Lecture & Discussion – Recruiting, Selecting, and Retaining
- Group Project Time

**Day 3 (Wednesday, January 30)**

- Group Project Updates
- Lecture & Discussion – Compensation and Benefits
- Lecture & Discussion – Personnel Development
- *Lunch Break*
- Lecture & Discussion – Performance Measurement & Management
- Group Project Time

**Day 4 (Thursday, January 31)**

- Group Project Updates
- Lecture & Discussion – Discipline
- Lecture & Discussion – Knowledge Management
- *Lunch Break*
- Group Project Q&A
- Group Project Time

**Day 5 (Friday, February 1) | Group Presentations**

- Group Presentations
- Course Evaluations

## Group Project Overview

- Students are put into groups on Monday
- Each group is tasked with developing a Strategic Human Resources Management (SHRM) Plan, SHRM Plan Presentation, and the design or, ideally, delivery of a PSA for the SHRM Plan.
- **SHRM Plan (4-6 pages) | due by 11:59 pm on Sunday, February 3**
  - Executive Summary 1-2 paragraphs
  - Background (approximately 1 page)
    - Must have some kind of data
    - *Why is this SHRM Plan needed?*
  - The Plan itself (approximately 2 pages)
    - Must focus on 2 of the following 3 topics from the course: (1) recruitment, (2) retention, or (3) development
    - Must focus on 1 of the following 2 topics from the course: (1) knowledge preservation **or** (2) discipline
    - Must focus on performance measurement and management
  - How does the plan align with the organization's mission (approximately one-half page)
  - How will success be measured? (approximately 1.5 pages)
    - Key Performance Indicators
    - S.M.A.R.T. goals
    - What happens if goals are not met?
- **SHRM Plan Presentation (approximately 20 minutes) | due on Friday, February 1**
  - SHRM Plan Overview (10-12 minutes)
    - Think of this as a plan you'd deliver to leadership. Therefore, it needs to be accessible, concise, cogent, and professional.
    - Make sure you convey the specifics of your plan, but also the logic of why it is needed to enhance the organization's ability to achieve the mission.
  - SHRM PSA Strategy (3-5 minutes)
    - Why is this PSA needed?
    - What could be the benefit for your organization?
    - Where and how will the PSA be distributed?
  - SHRM PSA (no more than 3 minutes)
    - Creatively educate the public on your newly created SHRM Plan

## Course Grades

Course grades will be determined by the letter grade given to each of the two components of the group project, with the plan counting for 60% of the course grade and the presentation counting for 40% of the course grade.

Letter grades for individual assignments correspond to the following mathematical values:

- A+ = 100%
- A = 95%
- B+ = 90%
- B = 85%
- C = 75%
- D = 65%
- F = 0%

Final course grades are determined based on the following scale:

- 90% <            A
- 80% - 89%      B
- 70% - 79%      C
- 60% - 69%      D
- <60%            F

## **Late Submissions**

Late assignments will not be accepted without prior approval from the Professor. The Professor reserves the right to not accept late submissions.

## **Academic Integrity**

The tenets of Tennessee State University's Statement on Academic Integrity will be strictly enforced in this course, and all assignments shall be subject to stipulations of the statement. For more information, please see: [tnstate.edu/graduate/academicintegrity.aspx](http://tnstate.edu/graduate/academicintegrity.aspx)

## **Disability Accommodation Statement**

Tennessee State University is committed to creating inclusive learning environments and providing all students with opportunities to learn and excel in their course of study. Any student with a disability or condition, which might interfere with his/her class performance or attendance, may arrange for reasonable accommodations by visiting the Office of Disability Services (ODS). ODS is located in Kean Hall, room 131 and can be reached at 963-7400 or [www.tnstate.edu/disabilityservices](http://www.tnstate.edu/disabilityservices). You will be required to speak with ODS staff and provide documentation of the need for an accommodation. If you qualify for an accommodation you will be provided with a document stating what type of classroom accommodations are to be made by the instructor. It is your responsibility to give a copy of this document to the instructor as soon as you receive it. Accommodations will only be provided AFTER the instructor receives the accommodation instructions from ODS; accommodations are not retroactive. You must follow this process for each semester that you require accommodations.

## **Sexual Misconduct, Domestic/Dating Violence, Stalking**

Tennessee State University recognizes the importance of 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 is experiencing any of these incidents, there are resources to assist you in the areas of accessing health and counseling services, providing academic and housing accommodations, and making referrals for assistance with legal protective orders and more.

Please be aware that most TSU employees, including faculty and instructors, are "responsible employees," meaning that they are required to report incidents of sexual violence, domestic/dating violence or stalking. This means that if you tell me about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, I must report the information to the Title IX Coordinator. Although I have to report the situation, you will still have options about how your situation will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need.

You are encouraged to contact TSU's Title IX Coordinator to report any incidents of sexual harassment, sexual violence, domestic/dating violence or stalking. The Title IX coordinator is located in the Office of Equity and Inclusion, McWherter Administration Building, Ste. 260 and can be reached at 963-7494 or

963-7438. For more information about Title IX and TSU's SART or policies and procedures regarding sexual, domestic/dating violence and stalking please visit: [www.tnstate.edu/equity](http://www.tnstate.edu/equity).

If you wish to speak to someone confidentially, who is not required to report, you can contact the TSU Counseling Center, located in the basement of Wilson Hall, at 963-5611 or TSU Student Health Services, located in the Floyd Payne Campus Center room 304, at 963-5084. You may also contact the following off campus resources: Sexual Assault Center of Nashville at 1-800-879-1999 or [www.sacenter.org](http://www.sacenter.org) or the Tennessee Coalition to End Domestic & Sexual Violence at 615-386-9406 or [www.tncoalition.org](http://www.tncoalition.org).

## **Harassment & Discrimination**

Tennessee State University is firmly committed to compliance with all federal, state and local laws that prohibit harassment and discrimination based on race, color, national origin, gender, age, disability, religion, retaliation, veteran status and other protected categories. TSU will not subject any student to discrimination or harassment and no student shall be excluded from participation in nor denied the benefits of any educational program based on their protected class. If a student believes they have been discriminated against or harassed because of a protected class, they are encouraged to contact the Office of Equity and Inclusion at McWherter Administration Building, Ste. 260, 615-963-7494 or 963-7438, [www.tnstate.edu/equity](http://www.tnstate.edu/equity).