

Public Personnel Management - PubAdm 505 - Hybrid
Department of Public Policy and Administration
Boise State University – Fall 2009

Dr. Fredericksen

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Office: PAA #127B

PubAdm 505-001 will meet on designated
Tuesdays from 2:40-5:30p in PAA
120. Please review this syllabus for
more information on meetings
times/topics.

Office Hours: Mondays, 5:30-6:30p & Wednesdays, 9a – noon
No office hours will occur on 10/14/09 due to NASPAA conference.

Texts, Articles, Reference Material and Exercises:

Please see the section entitled “Citation for Referenced Material in PubAdm 505” for detailed bibliographic information on all assigned readings. Review the section entitled “Readings, Topics & Events” for additional information about assigned material.

Required Text: (Patton, Witt, Lovrich, & Fredericksen, 2002)

Required Journal Articles and Chapters in Edited Books:

To supplement the text, additional material, noted in association with the appropriate due date, is available through library reserve and the library online databases. Supplemental material may be also be posted on Blackboard (hereafter referenced as BB) and students will be notified if new material is posted for reading on BB. Access information for BB is detailed within this syllabus. The following journals are available online through the university journal databases: *Public Administration Review*, *Columbia Journal of Gender and Law*, *Academy of Management Review*, *Academy of Management Executive*, *Review of Public Personnel Administration*, *Philosophy & Public Policy Quarterly*, *American Review of Public Administration*, and *Organizational Behavior and Human Decision Processes*. The chapters from edited books along with journal articles that are not available through Boise State online journal access are on library reserve.

Optional but recommended for reference: (Hacker, 2003) or latest edition

Wikipedia and similar ‘sources’ are not valid for analytical papers in this course.

Student's Learning Objectives/Responsibilities

You are expected to attend every traditional, in-class session and to be on time for these sessions. You are expected to prepare for in-class and virtual activities by reading the material covering a particular subject in advance of the first class it will be addressed. You are expected to participate in terms of attendance, preparation, and engagement. This will help to demonstrate your grasp of the material and it is part of your grade. You should be prepared for active and courteous participation in the class. The success of this class is dependent upon the preparation of its members. You should log onto BB in preparation for the first week of school and inform Dr. Fredericksen of any difficulty.

Course Materials: Due to our current fiscal environment, faculty are discouraged from making copies of any materials for distribution in the classroom. You will find exercises or other course materials posted on BB at least one week in advance of each class. You will be responsible for monitoring BB for these materials and bringing a hard copy with you to class.

Technology and Electronic Devices: No audio or video recording of lecture and discussion is authorized in this class. Unless you have some type of urgent situation, and you should notify Dr. Fredericksen in advance in these cases, please turn off your phone. Laptops are permitted for note taking, unless their use becomes a distraction to the instructor or other students.

The Patton text considers three pivotal realities of contemporary public administration – the changing role of nongovernmental organizations and public policy, diversity/globalization, and technology/information. An important additional theme in this class will be the ethical systems and behaviors relevant to public personnel that are derived from and driven by these realities.

Please contact Dr. Fredericksen if you have any concerns about the material, the format, or environment of the class. By the end of this course, you should:

- be familiar with the general history of public personnel administration in the United States and the role of personnel administration as an instrument of reform, policy development, and policy implementation.
- be versed in the various policy perspectives and contemporary trends for personnel management in government on the local, state, and national levels.
- understand the various analytical tools for personnel management and the underlying assumptions about human motivation and organization structure implicit in each approach.
- understand personnel issues related to the ‘content and means’ of policy implementation generally, with particular attention to accountability and democratic administration.

Evaluation of Student Performance

Summary Papers. Please review the section entitled “Guidelines for Writing” in this syllabus for information about format, general expectations, and submission protocol. Each summary paper is limited to 6 pages not counting the reference page and must be formatted as outlined in this syllabus. Ideas and materials that are not your own must be properly cited. The summary papers are your opportunity to synthesize and apply the material presented in the readings, lectures, and discussions. These papers are due as email attachments by 9p on the designated date. Students can discuss the questions with others, **but must independently complete the paper**. Beware -- shorter papers are often more difficult to write and require great clarity and precision of language. These papers must incorporate relevant course reading. Four summary papers will be due over the course of the semester (due dates are 9/15, 10/13, 11/10, and 12/15). The lowest score from the four summary papers will be dropped from grade calculations.

Participation/Preparation/Quizzes/Exercises. Students can expect small quizzes (1 to 5 pts) and in-class exercises (5 to 50 pts). The participation/preparation component of the course grade will include a combination of actual in-class participation (pertinent questions, comments, observations), preparation (bringing all materials assigned for the class) and small group efforts during in-class exercises. The participation grade also integrates the discussion board activities. We may have occasional quizzes to ‘take the pulse’ of class members’ understanding and mastery of the material.

Virtual Classes using BB and email. The content and focus of the virtual classes will vary over the course of the semester. In some case, the virtual class entails the submission of a summary paper via email, but in other instances, students will post their analysis in response to articles or another

student's commentary. The deadlines for these virtual activities vary but are established to provide latitude. Follow the deadlines outlined in the "Reading, Topics & Events" section. Please note that your grade for these virtual sessions will reflect the quality/substance of your initial post and commentary. For the discussion board posts, while you are not required to 'write a paper' in your initial response, a minimum of 3 substantive paragraphs will probably be necessary to establish your initial response. Also, though you do not have to use formal APA citation in these posts (e.g., you will not need to append a reference page), you should (as a matter of academic courtesy) note the scholar or student to whom you refer. Directly quoted material should be indicated as such through the use of quotation marks. Students can expect that the traditional class meeting subsequent to a virtual class will begin with a concluding review of the most recent virtual class.

Class Attendance and Preparation: The success of a graduate class is dependent upon the preparation, intellectual engagement, and active participation of its members. Generally, makeup quizzes/exercises will not be given. However, if you miss a quiz or exercise because of an official university-recognized activity, then you are subject to the official student absence policy (4240-d). Given the in-service status of many MPA students, you may have necessity to miss a class for a work-related obligation. However, the hybrid structure of this class is intended to provide students with greater personal flexibility in scheduling so avoiding absences during the traditional, face-to-face classes is advised. Although you can submit your summary papers early (and electronically), you cannot participate in a traditional class if you are not present. Thus, missing the traditional in-class meetings or neglecting the virtual discussions will have implications for the participation section of your grade as well as your mastery of the material overall. Please note that the chapters assigned from the Patton text include embedded articles and select cases. You are responsible for the assigned reserve materials and pertinent materials posted on BB material along with the general chapter material from Patton, the integrated readings from Patton, and any cases assigned from the text. You will find that careful (rather than cursory) review of assigned reading along with consideration of suggested study questions (see BB) should prepare you for class participation, quizzes, exercises, virtual activities, and the summary papers. These study questions are not "assigned," but you may wish to think through responses to the questions associated with each of the readings. These questions will often be used to initiate and focus class discussions.

The hybrid format, virtual discussion date/time ranges, and the drop option for one of the summary papers are intended to provide students with the flexibility to adjust this class schedule to their other responsibilities. However maintaining equity and balance in assigned course work for the entire class means that, beyond the built-in flexibility, a late assignment will not be accepted without a reasonable (as determined by Fredericksen) explanation. Please note that late work, even when accepted, may be penalized.

Assignment Weighting:

Participation/Quizzes/Exercises - 25% 3 summary papers @ 25% each – 75%

Grading Policy – Master of Public Administration Program

A+ (97 - 100%); A (93 – 96.9%); A- (90 – 92.9%)

Distinguished Work. The student writes at the graduate level with work that is error free (proper punctuation, spelling, grammar, sentence structure), demonstrating logical organization, proper documentation and appropriate supporting evidence. Distinguished work requires a consistent application of concepts with original analysis integrating literature and concepts into course work. The student initiates and effectively responds to questions.

B+ (87 – 89.9%); B (83 – 86.9%); B- (80 – 82.9%)

Superior Work. The student completes substantial work including analysis, integration, and application of learned concepts in both written and oral activities. Writing is more a review or summary of materials than a critical analysis. The student attends regularly and participates in class.

C+ (77 – 79.9%); C (73 – 76.9%); C- (70 – 72.9%)

Average Work. The student satisfies minimum requirements and demonstrates limited integration, application and analysis.

D+ (67 – 69.9%); D (63 – 66.9%); D- (60 – 62.9%)

Unsatisfactory work. The student satisfies some minimum requirements.

F (<60%)

Failure. The student does not meet minimum requirements.

Assessment Rubrics:

Written Work - The format may be revised to reflect the nuances of a particular assignment.

In-class Participation

<u>CATEGORY</u>	<u>POINTS</u>
address question	40
mastery of literature	25
analysis/critical thinking	25
technical (sp/grmr/strct)	10

A+, A, A-	regular attendance with frequent, thoughtful, relevant participation
B+, B, B-	regular attendance with consistent, thoughtful, relevant participation
C+, C, C-	regular attendance with occasional participation
D+, D, D-	sporadic attendance/participation
F	little/no attendance/participation

DB Rubric – Each set of discussion board postings for a particular virtual session is worth a total of 50 points based upon the:

- quality of the response to the question/statement (XX/20)
- demonstrated mastery of pertinent literature, lecture or discussion (XX/20)
- quality/application of commentary (XX/10).

Note: The quality and sophistication of student assignments, in-class participation and virtual activities should reflect her/his acquisition of additional knowledge from reading and in-class discussion. Thus, student discussion and writing should improve over the course of the semester in terms of the quality of content and analysis.

Guidelines for Writing

Students should pay close attention to their formal writing for this class. Failure to observe these guidelines will affect your grade. All summary papers require properly formatted references. Students must demonstrate writing skills appropriate to graduate studies. Thus, you are expected to write using legible, coherent, literate sentences on all assignments. All students must use a standard term paper format for summary papers including 1” margins, double-spacing, page numbering, standard 12 pt times new roman font and proper APA citation procedures. Because you are submitting formal, analytical papers, you should avoid contractions, jargon, and colloquialisms in your summary paper. A more informal style is acceptable on the virtual activities. Students must use the APA format, as this style is required often by public administration and public policy journals. Guidance on the use of APA is available in Hacker’s book on the subject of writing (available in the bookstore), or through reference

texts on APA citation in the Albertsons Library and in the Public Policy and Administration Department office. All students must submit summary papers as email attachments. These documents must be formatted in WORD (2000, etc., or XP). You can find WORD software in all campus computer labs. Please do not use *Vista* formats. Students anticipating difficulties with this requirement must contact Dr. Fredericksen by or before 9/1/09. Dr. Fredericksen will assess your work primarily in terms of content/substance and development/support/analysis. However, the technical aspects of writing are important considerations as errors in these basic skills detract from your message. The best approach to each writing assignment depends upon the content, the question, and your analytical style. Approaches to content/substance, and the development of supporting argument and evidence for one's central premise/thesis statement include:

- using a premise/thesis with some mix of rationale in support, scholarship in support or competing scholarship and discussion of limitations and gaps in that scholarship. This is the most common approach, though a primary error that students make is to take no position or provide no overarching statement in response to the assignment question. This error leads to rambling papers with no clear structure.
- comparing and/or contrasting positions taken by different scholars in assessing an overall theoretical paradigm/model. After a brief summary of the positions, one might then organize the compare/contrast by noting differences and similarities across one or two overall themes (e.g., treatment of groups or a comparison by level/type of government). Conversely, one could use the compare/contrast approach, but organize the content analysis according to observed patterns of behavior, underlying assumptions about causality or timing, or even policy outcomes.
- discussing the evolution or devolution of outcomes or decisions. This approach works well in considering public policy. For example, if we take an evolutionary approach, then we might respond to an assignment with a paper organized around the question of where we started and how we arrived at a particular policy. We could also deconstruct an outcome by reviewing various critical decision points and the criteria used to determine a direction and then considering alternative decisions and the possible outcomes that might derive from different information or a different set of assumptions.

Technical considerations might include minor errors such as in spelling, punctuation, manuscript format. Major technical errors might include errors due to structure, verb agreement/tense, voice/style, word use, split infinitives, contractions, possessives, or gratuitous verbosity.

Blackboard at Boise State University

When you access the BB site, you will see several tabs to the left of your screen (e.g., Announcements, Course Information, or Course Documents). Please familiarize yourself with the material available in each tab. The manual for BB, located in the "Tools" tab, may prove useful. Most of the material for the course will be located under the "Course Documents" tab. Use your broncoweb username and password to access the course.

1. In Microsoft Internet Explorer or Netscape Navigator, go to... <<http://www.boisestate.edu>> .
2. Click the Blackboard button located on the left hand side of the University's website.
3. Enter your username and password.
4. Click on the Course Title displayed under the My Courses area.

BB assistance: blackboard@boisestate.edu or (208) 426-2583 (8a-5p M-Fri)

Academic Honesty

The following summary of the university's policy on academic honesty applies to conduct in this class.

“The university’s goal is to foster an intellectual atmosphere that produces educated, literate people. Cheating and plagiarism are not tolerated in any form. All work submitted by a student must represent that student’s own ideas and effort; when the work does not, the student has engaged in academic dishonesty” (Boise State University Graduate Catalog – 2009-2010, p. 16).

Incidents involving academic dishonesty will be addressed on an individual basis and forwarded with documentation to the appropriate administrative office within the parameters provided through Boise State policy and procedures. Please note that this means a student must clearly distinguish between content that represents their own thought/analysis and written material that is drawn, either completely or paraphrased, from the work of another.

Aside from doing the reading, general course preparation and, of course, coming up with a brilliant and original response, citation seems to offer the greatest challenge to MPA students. In particular, students struggle with the difference between directly quoted material, acceptable paraphrasing and citation, and plagiarism due to inappropriate use/citation. The following excerpt, directly quoted from Hacker (2003, pp. 385-386), offers a superb demonstration of the distinctions:

APA-2c Put summaries and paraphrases in your own words.

A summary condenses information; a paraphrase reports information in about the same number of words. When you summarize or paraphrase, you must restate the source’s meaning using your own language. You are guilty of plagiarism if you half-copy the author’s sentences – either by mixing the author’s well-chosen phrases without using quotation marks or by plugging your own synonyms into the author’s sentence structure. The following paraphrases are plagiarized – even though the source is cited – because their language is too close to that of the source.

ORIGINAL SOURCE

If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists. – Davis, *Eloquent Animals*, 1976, p. 26

UNACCEPTABLE BORROWING OF PHRASES

Davis (1976) observed that the existence of a signing ape unsettled linguists and startled animal behaviorists (p. 26).

UNACCEPTABLE BORROWING OF STRUCTURE

Davis (1976) observed that if the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior (p. 26).

To avoid plagiarizing an author’s language, set the source aside, write from memory, and consult the source later to check for accuracy. This strategy prevents you from being captivated by the words on the page.

ACCEPTABLE PARAPHRASE

Davis (1976) observed that both linguists and animal behaviorist were taken by surprise upon learning of an ape’s ability to use sign language (p. 26).

Readings, Topics & Events: Hybrid Schedule for PubAdm 505

Be sure to review the embedded readings in the Patton et al text. These readings should be cited as one would a chapter in an edited book per APA guidelines.

<p>Traditional, in-class – meet in PAAW 120, Tuesdays, 2:40-5:30p</p>	<p>Hybrid, see the schedule for events which may include papers being due or discussion exercises on BB</p>
<p>Aug. 25 - class overview; introduction to human resource management; economic sectors; public administration as a discipline; tasks/objectives of public personnel management; values/objectives of public administration; line/staff HRM; patronage, civil service, Kleenex & hollow state</p> <p>Reading: syllabus (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 1&3 (Allison, 2004) (Light, 2003) (Perry, 2007)</p> <p>Intro to 9/1 hybrid</p>	<p>Sept. 1 – Labor Unions Review the readings listed below and respond as directed via guidelines in syllabus and on discussion board. Your question response is due by 9p on 8/31 and your comments are due by 9p on 9/2.</p> <p>Reading: (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 5 (Riccucci, 2007)</p>
<p>Sept. 8 - rights, responsibilities and personal safety</p> <p>Reading: (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 4 (Mani, 2004) (Fitzgerald, Swan, & Fischer, 1995) Board of County Commissioners v. Umbehr (94-1654) please see BB for a link to an abbreviated version via <http://www.law.cornell.edu/supct/html/94-1654.ZO.html> Rutan v. Republican Party of Illinois (88-1872), 497 U.S. 62 (1990) available via <http://www.law.cornell.edu/supct/html/88-1872.ZO.html> in-class case (Roche, 2003)</p> <p>Review 9/1 hybrid and consider questions on 9/15 summary paper.</p>	<p>Sept. 15 – Summary Paper 1 is due by 9p. Please respond to the following question according to the guidelines in the 505 syllabus.</p> <p>As a public administrator, what human resource responsibilities might be most significant to you as compared to a private sector manager? As compared to a nonprofit manager? Does your comparison of responsibility differ if we consider a local versus state agency and a commensurately sized private or nonprofit sector organization?</p> <p><i>Hint: Be certain to defend your position using your own analysis and course material.</i></p>
<p>Sept. 22 – evaluation, design & classification Bring exercise to class</p> <p>Reading: (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 7 & case #11 on pp. 428-435 (Guy & Newman, 2004) (Sayre, 1991)</p> <p>Introduce 9/29 hybrid.</p>	<p>Sept. 29 – Issues Review the readings listed below and respond as directed via guidelines in syllabus and on discussion board. Your question response is due by 9pm on 9/28 and your comments are due by 9pm on 9/30.</p> <p>Reading: (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 2 (Davis-Blake, Broschak, & George, 2003) (Hays & Sowa, 2006) (Danziger & Gianos, 1998)</p>

<p>Oct. 6 – recruitment and selection Bring exercise to class</p> <p>Reading: (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 8, case #10, pp. 427-428 (Lewis & Frank, 2002)</p> <p>Review 9/29 hybrid and consider questions on 10/13 summary paper.</p>	<p>Oct. 13 – Summary Paper 2 is due by 9p. Please respond to the following question according to the guidelines in the 505 syllabus. Given the background and functional areas addressed to date, identify the most significant impediment to AND the most powerful facilitator of administration in the public interest?</p> <p><i>Hint: Defend your position through the development of a rationale to support your position. Provide your own analysis <u>and</u> draw upon course material to support your position.</i></p>
<p>Oct. 20 –compensation packaging</p> <p>Reading: (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 9, Ch. 10 & case #5, p. 418 (Nuggent, 2009) (Leavitt & Morris, 2008)</p> <p>Introduce 10/27 hybrid.</p>	<p>Oct. 27 – Strategic HR Management & Organizational Development Review the readings listed below and respond as directed via guidelines in the syllabus and discussion board. Your question response is due by 9p on 10/26 and your comments are due by 9p on 10/28.</p> <p>Reading: (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 6 & 12</p>
<p>Nov. 3 - performance motivation and appraisal Bring exercise to class</p> <p>Reading: (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 11 (Kerr, 1995) (Behn, 2003)</p> <p>Review 10/27 hybrid and consider questions on 11/10 summary paper.</p>	<p>Nov. 10 - Summary Paper 3 is due by 9p. Please respond to the following question according to the guidelines in the 505 syllabus. What concept/perspective provides the best framework for developing a performance management system that effectively responds to internal organizational issues as well as external factors and demands?</p> <p><i>Hint: Be certain to defend your position using your own analysis and course material.</i></p>
<p>Nov. 17 –deviance and discipline</p> <p>Reading: (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 13 (Fredericksen, 2008)</p> <p>Introduce 12/1 hybrid.</p> <p>Thanksgiving – November 23 – 27, 2009</p>	<p>Dec. 1 – Policies, Procedures & Reform Review the readings listed below and respond as directed via guidelines in syllabus and on discussion board. Your question response is due by 9p on 11/30 and your comments are due by 9p on 12/2.</p> <p>Reading: (Patton, Witt, Lovrich, & Fredericksen, 2002), Ch. 14 & 15</p>

<p>Dec. 8 – human resource management and gender, sexual preference & public/private spheres</p> <p>Reading: (Riccucci, 2002) (Triandis, 1995) (Mills, 2001) (Scott & Brown, 2006) (Chew & Kelley-Chew, 2007) (Lewis, 1997)</p> <p>A student from the Fa08 class found the following website while reviewing material in this section. It provides a series of interesting tests about identifying subconscious bias. Please try one of these tests (your choice) in preparation for our 12/8 meeting.</p> <p>https://implicit.harvard.edu/implicit/demo/</p> <p>Review 12/1 hybrid and consider questions on 12/15 summary paper.</p>	<p>Dec. 15 – Summary Paper 4 is due by 9p. Please respond to the following question according to the guidelines in the 505 syllabus:</p> <p>How should we best manage those who serve the public interest in the future? How do we respond to those individuals who are already employees versus those who will deliver public services in the future? Why?</p> <p><i>Hint: Be certain to defend your position using your own analysis and course material.</i></p>
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Sample Citation for Referenced Material in PubAdm 505 -

NOTE: The readings embedded the Patton et al text are not included here, but should be referenced as one would a chapter in an edited book. For an example, please see Allison.

Allison, G. T. (2004). Public and private management: Are they fundamentally alike in all unimportant respects? In J. M. Shafritz, A. C. Hyde & S. J. Parkes (Eds.), *Classics of public administration* (pp. 396-413). Belmont, CA: Wadsworth Thomson Learning.

Behn, R. D. (2003). Why measure performance? Different purposes require different measures. *Public Administration Review*, 63(5), 586-606.

Chew, P. K., & Kelley-Chew, L. K. (2007). Subtly sexist language. *Columbia Journal of Gender and Law*, 16(3), 643-678.

Danziger, J. N., & Gianos, C. L. (1998). Anticipating and coping with technological change in the workplace. In S. E. Condrey (Ed.), *Handbook of human resource management in government* (pp. 518-535). San Francisco, CA: Jossey Bass.

Davis-Blake, A., Broschak, J. P., & George, E. (2003). Happy together? How using nonstandard workers affects exit, voice, and loyalty among standard employees. *Academy of Management Review*, 46(4), 475-485.

Fitzgerald, L. F., Swan, S., & Fischer, K. (1995). Why didn't she just report him: The psychological and legal implications of women's responses to sexual harassment. *Journal of Social Issues*, 51(1), 117-138.

Fredericksen, E. D. (2008). Violence in the Workplace. In L. Bostaph (Ed.), *Idaho victims assistance academy* (Ch. 8). Boise, ID: Boise State University.

Guy, M. E., & Newman, M. A. (2004). Women's jobs, men's jobs: Sex segregation and emotional labor. *Public Administration Review*, 64(3), 289-298.

Hacker, D. (2003). *A writer's reference* (5th or later ed.). Boston, MA: Bedford/St. Martin's.

- Hays, S. W., & Sowa, J. E. (2006). A broader look at the 'accountability' movement: Some grim realities in state civil service systems. *Review of Public Personnel Administration, 26*(2), 102-117.
- Kerr, S. (1995). On the folly of rewarding a, while hoping for b. *Academy of Management Executive, 9*(1), 7-14.
- Leavitt, W. M. & Morris, J. C. (2008). Market-based pay in action: Municipal strategies and concerns in the cities of Hampton Roads. *Review of Public Personnel Administration, 28*(2), 178-189.
- Lewis, G. B. (1997). Lifting the ban on gays in the civil service: Federal policy toward gay and lesbian employees since the cold war. *Public Administration Review, 57*(5), 387-395.
- Lewis, G. B., & Frank, S. A. (2002). Who wants to work for the government? *Public Administration Review, 62*(4), 395-404.
- Light, P. C. (2003). The illusion of smallness. In F. J. Thompson (Ed.), *Classics of public personnel policy* (pp. 157-177). Belmont, CA: Wadsworth/Thomson.
- Mani, B. G. (2004). The employer's advantage in sexual harassment cases: How the courts have discouraged the victims of sexual harassment. *Review of Public Personnel Administration, 24*(1), 41-69.
- Mills, C. (2001). Workplace wars: How much should I be required to meet the needs of your children. *Philosophy & Public Policy Quarterly, 21*(1), 15-20.
- Mosher, F. C. (2003). Merit, morality and democracy. In F. J. Thompson (Ed.), *Classics of public personnel policy* (3 ed., pp. 34-46). Belmont, CA: Wadsworth/Thomson Learning.
- Nugent, A. J. (2009). Using voluntary benefits strategically can help employers address goals of retaining employees and controlling costs. *Benefits Quarterly, 25*(2), 7-10.
- Patton, D., Witt, S., Lovrich, N., & Fredericksen, P. J. (2002). *Human resource management: The public service perspective*. New York: Houghton Mifflin.
- Perry, J. L. (2007). Democracy and the new public service. *American Review of Public Administration, 37*(1), 3-16.
- Riccucci, N. M. (2007). The changing face of public employee unionism. *Review of Public Personnel Administration, 27*(1), 71-78.
- Roche, E. (2003). Do something -- He's about to snap. *Harvard Business Review, 81*(7), 23-31.
- Sayre, W. S. (1991). The triumph of techniques over purpose. In F. J. Thompson (Ed.), *Classics of public personnel policy* (pp. 154-158). Pacific Grove, CA: Brooks Cole.
- Scott, K. A., & Brown, D. J. (2006). Female first, leader second? Gender bias in the encoding of leadership behavior. *Organizational Behavior and Human Decision Processes, 101*(2), 230-242.
- Triandis, H. C. (1995). A theoretical framework for the study of diversity. In M. M. Chemers, S. Oskamp & M. A. Costanzo (Eds.), *Diversity in organizations* (pp. 11-36). Thousand Oaks, CA: Sage.