

PADP 6920: Public Personnel Administration
University of Georgia
Spring 2020

Professor: Dr. Sun Young Kim
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Class Time: Monday 3:35 PM – 6:35 PM
Class Location: Baldwin 102
Office Hours: Tuesday 1:30 PM – 3:00 PM
& by appointment

Course Description and Objectives

Public employees are an asset critical to the functions of government. Effective personnel management requires investing in these assets in a manner that helps an agency accomplish its goals and missions. In addition to civil servants being a strategic asset, public personnel management is a key tool for holding civil servants accountable for serving the public. In the public sector, personnel management also requires working within the confines of the law to provide a diverse workforce that is effective and fair. This course will include an overview of the context in which public personnel management is administered and an exploration of its core functions and activities. Case studies and exercises will be used to highlight the tensions, responsibilities, and tasks of personnel management. Students will complete this course with an understanding of the context of public personnel management, its strategic importance to mission accomplishment, and the interrelatedness of the core functions.

Required Text

- Pynes, J. E. (2013). *Human Resources Management for Public and Nonprofit Organizations* (4th ed.). San Francisco, CA: Jossey-Bass.

Additional readings will be posted as PDF or Word documents to this course's eLearning Commons (eLC) site.

Course Components and Grading

Course grades will be determined by five components in the following weighting:

Attendance and participation	10%
Article presentation and discussion	10%
Midterm exam	25%
Final exam	25%
Group project	30%

This weighting system may be adjusted at the professor's discretion. No curves in grading are anticipated. Below is the grading scale:

<u>Grade</u>	<u>Minimum Percentage Needed</u>
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D	60%
F	Below 60%

Course Requirements and Expectations

Attendance. Regular attendance throughout the semester is critical and appreciated as is arriving on time. Understanding of the course content will not be acquired by reliance on readings instead of class attendance. Class attendance will be taken on a regular basis. Missing more than three classes without excuses will result in a grade of F for the course. Excused absences will be allowed if the student obtains prior approval for missing a class and only in certain circumstances, such as illness, family emergencies, religious observance, and unavoidable conflict due to official university obligations. Documentation is required to have an absence excused.

Class Participation. Classroom participation is a central part of the learning that occurs in a graduate-level class. Class participation will be evaluated in two ways. First, your participation grade will benefit from active behaviors such as raising and answering questions, sharing your ideas, observations, and personal experiences, relating and synthesizing the ideas of others, and helping your classmates develop their views and ideas. Second, there will be several opportunities to work in small groups on in-class exercises or case studies throughout the semester. Participating in groups that do not engage in social loafing and that actively do the assignments and report out their results will enhance your class participation grade. Inversely, distracting behaviors and social loafing in groups will negatively impact your participation grade.

Article Presentation and Discussion. Each student will be responsible for presenting one of the assigned readings and leading the class discussion. Article assignments will be made in the beginning of the semester, and students will work in pairs or in small groups. Presentations should be discussion-based, lasting roughly 30 minutes. Approximately 15 minutes should be devoted to reviewing and summarizing the reading; the balance of one's time should be dedicated to leading a class discussion on the article. A successful presentation might review the primary themes of the article, any research questions and hypotheses considered, the population/sample studied, key data employed, main conclusions drawn, strengths and weaknesses of the approach taken, and broader implications drawn from the article (e.g., relationship to course concepts and topics). More importantly, presenters should clearly state their own critique of the article and the discussion questions that will be posed. Not all articles will fit this outline; students may modify their presentation to suit a particular reading.

Exams. Students will take two comprehensive, open-book examinations during the semester. These examinations will consist of several essay-type questions that focus on major issues discussed in the course. The midterm exam will be posted to eLC at 3:35 PM on the date shown in the course schedule, and completed responses will be due by 6:35 PM on that day. The final exam will be provided on the date shown in the course schedule, and completed responses will be due in one week. Students are expected to craft a thoughtful, well-informed response to the questions and write coherent answers that are grammatically correct. Light referencing may be needed. The papers should be type-written in 12-point Times New Roman font with one-inch margins and submitted in Microsoft Word document (no PDFs). For grading purposes, the main emphasis will be on content, but quality of presentation will also be considered. Students are expected to take the exams when scheduled; failure to take an exam at the appointed time will result in receiving a score of 0 for that exam. Make-up exams will only be granted with a legitimate excuse such as documented illness or emergencies.

Group Project. Students will complete an in-depth case study of a recent or current HR issue occurring in a public or nonprofit sector organization. Organizational work often involves team-building, communication, and interactions with diverse people. You will work on this project with 4–5 classmates and can choose your own group members. The purpose of this project is to give you the opportunity to use tools and material covered in this course (and others) to probe important HR issues and generate appropriate recommendations for real-world organizations. Also, you will be able to experience the processes and problems involved in working with other people to reach a specific objective. In this project, each group will select an actual organization in the public or nonprofit sector, identify major HR problems or challenges that the organization encounters, analyze potential causes of the problems, apply HR theories or concepts to the situation, and finally propose a course of action to be taken.

Proposals should be submitted to the professor by March 6 to provide a brief overview of the project. Final papers are due on April 24 and are expected to take approximately 15 double-spaced pages, not including a title page, an executive summary, footnotes, and references. Proposals and papers should be type-written in 12-point Times New Roman font with one-inch margins and formatted according to the American Psychological Association style guide. A shortened version of this style guide is available at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

Groups will present their papers in class on April 27. Students should prepare their presentations in a professional manner and be ready to address questions from the professor and fellow classmates. Presentation length will be determined later. Note that peer evaluations will be part of your group project grade and an individual's grade can be influenced negatively if a significantly low contribution is reported.

Course Policies

Academic Dishonesty. The ethical bar is set very high for public administrators and a strong work ethic is expected. Students should familiarize themselves with the University Honor Code and Academic Honesty Policy, particularly as it relates to plagiarism and related concerns. All academic work must meet the standards contained in “A Culture of Honesty.” Students should inform themselves about these standards before performing any academic work. For more information, visit <https://ovpi.uga.edu/academic-honesty>. Academic dishonesty can result in a grade of F for the course.

Plagiarism is using another person’s words, ideas, artistic creations, or other intellectual property without giving proper credit. A student must give credit to the work of another person when he/she does any of the following:

- A. Quotes another person’s actual words, either oral or written;
- B. Paraphrases another person’s words, either oral or written;
- C. Uses another person’s idea, opinion, or theory; or
- D. Borrows facts, statistics, or other illustrative material, unless the information is common to knowledge.

All work must be entirely your own. When you quote from others’ work, you must give full credit by footnote or endnote. Failure to use quotation marks when quoting, failure to give full credit when paraphrasing, use of others’ ideas or work products, submission of work prepared through impermissible collaboration, and also submission of work prepared by you for another course are all examples of violations of the Policy and will result in sanctions.

All examinations, tests, written papers, and other assignments are required to be completed according to the standards set forth in this Policy. By registering in this course, you have acknowledged your awareness of the Policy, and you are obliged to become familiar with your rights and responsibilities as defined by the Policy. Violations of the Policy will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see me if you have any questions about the academic violations described in the Policy in general or as they relate to particular requirements for this course. Failure to comply with the requirements of the Policy can result in failure in the course, as well as more serious academic sanctions.

Civility. Civility is important in an academic community to ensure that all parties—students, staff, and faculty—are working in an environment that fosters achievement of the individual’s and community’s goals and objectives. Civility requires all parties to demonstrate personal integrity and conduct themselves in a manner that shows respect, courtesy and tolerance to others. Examples of discourteous behaviors during class include reading the newspaper, listening to headphones, talking or laughing with others, chronically arriving late, and so forth. These behaviors are distracting to the professor and classmates, and SPIA faculty will address these problems as they arise.

Therefore, I expect all students to conduct themselves with professional courtesy, which includes (but is not limited to) the following:

- Respect for fellow students, the profession, and the instructor. Please treat other students and me respectfully. When I am in front of the class lecturing or addressing a question from a student, I expect your full attention. This means no distracting me or the class from lecture/discussion and avoiding the discourteous behaviors listed above. Additionally, do not talk over another student who is asking a question.
- Promptness. Please do not be late to class. I expect all students in their seats and ready to begin at 3:35 PM. I reserve the right to take further action if students are continually late to class.
- Do not leave the classroom except for health reasons or if you have notified me in advance for that day.

Electronic Devices. I expect a high level of courtesy and professionalism in the classroom. This means no cell phones, no emails, no IMing or text messaging during class. These behaviors are distracting and disrespectful not only to me but to your fellow students, and will not be tolerated. The use of laptop and tablet devices is permitted as long as that use is for appropriate academic purposes like taking notes. Using these devices to check emails or browse non-course relevant information is not permitted.

Email. Questions about the course can be directed to me via email. I reply to email within 24 to 48 hours. If you do not hear from me after 48 hours, please feel free to email me again. If your email necessitates lengthy clarification of class readings or discussions, I will ask that you come see me about your concerns/questions. Also, please allow sufficient time for responses before assignment deadlines or exam dates; as a general rule, urgent assignment or exam questions sent within 24 hours of an assignment deadline or exam date do not allow sufficient time for a response.

Course Grade. The minimum percentage needed over the course of the semester to earn a specific letter grade is listed in the Course Grading section. I view this minimum as an absolute threshold; a student either crosses the threshold into the next highest grade or stays at the lower grade regardless of how close he/she is to that next higher grade. I will not respond to requests to move someone to a higher grade at the end of the semester because you are “really, really close” to that higher grade.

I am always willing to meet with a student who is concerned about a score on any assignments or exams throughout the course. I rarely change scores but am happy to explain what the student needs to do to improve on their work in the future. Any student who wishes to address a concern about their score on a specific assignment or exam must do so within 1 week of their work being returned or the scores being posted. Please note that the timeline for the final exam is much more compressed due to university requirements about submitting final grades. I will gladly meet with any student who wants general advice about how to improve their scores on exams.

Academic Support. If you experience difficulty in this course for any reason, please do not hesitate to consult me. In addition to the resources of the department, a wide range of services is available at the University to support you in your efforts to be successful in this course. I will direct you to each and any of these upon request. In general, it is advisable to consult with me as soon as you realize that you are experiencing difficulty in the course so I help you or direct you to appropriate sources of support within the department or offered by the University. Students with disabilities that could affect their ability to participate in the course or perform well on graded assignments should see me early in the semester. I am receptive to these situations and will try to make any reasonable accommodations.

Syllabus Disclaimer. I reserve the right to change the syllabus as needed throughout the course of the semester. Whenever a change is made, students will be notified as early as possible during class and/or via email about the change(s). Students should check their UGA email inbox regularly for updates and other information pertinent to the course.

Course Schedule

Students are asked to read the assigned material by the specific date. Additional readings may be assigned throughout the semester and will be announced at least a week ahead of time. Although we will generally follow this schedule, some modifications may be made. Any changes to the syllabus or course schedule will be announced in advance.

- Week 1 Introduction to Public Personnel Administration (January 13)
- Pynes Chapter 1 (read after class)
- Week 2 Martin Luther King Jr. Day (January 20)
- Week 3 Strategic Human Resource Management & Human Resource Planning (January 27)
- Pynes Chapters 2 & 4
- Week 4 Job Analysis (February 3)
- Pynes Chapter 5
 - Tyler, K. (2013). Job worth doing: Update descriptions. *HR Magazine*. Available at <https://www.shrm.org/hr-today/news/hr-magazine/pages/0113-job-descriptions.aspx>
 - Battaglio, P., French, P. E., & Goodman, D. (2017). Contracting out for municipal human resources: Analyzing the role of human capital in the make or buy decision. *Public Administration Quarterly*, 41(2), 297–333.
 - Lewis, G. B., & Pitts, D. (2018). Deciding to retire from the federal service. *Review of Public Personnel Administration*, 38(1), 49–82.
- Week 5 Recruitment & Selection I (February 10)
- Pynes Chapter 6
 - Johnson, J. M., & Ng, E. S. (2015). Money talks or millennials walk: The effect of compensation on nonprofit millennial workers sector-switching intentions. *Review of Public Personnel Administration*, 36(3), 285–305.
 - Linos, E. (2018). More than public service: A field experiment on job advertisements and diversity in the police. *Journal of Public Administration Research and Theory*, 28(1), 67–85.
- Week 6 Recruitment & Selection II (February 17)
- Pulakos, E. D. (2005). Selection assessment methods: A guide to implementing formal assessments to build a high-quality workforce. *SHRM Foundation*.

Available at <https://www.shrm.org/hr-today/trends-and-forecasting/special-reports-and-expert-views/Documents/Selection-Assessment-Methods.pdf>

- Johnson, T., & Lewis, G. B. (2018). Inspecting the merit system's "pivotal idea": Does competitive examination increase the qualifications and quality of the U.S. federal service? *Review of Public Personnel Administration*.
- Zhao, H., & Liden, R. C. (2011). Internship: A recruitment and selection perspective. *Journal of Applied Psychology*, 96(1), 221–229.

Week 7 Midterm Exam (February 24)

Week 8 Group Project Work Session (March 2)

Group project proposals are due by Friday, March 6.

Week 9 Spring Break (March 9)

Week 10 Compensation & Benefits I (March 16)

- Pynes Chapter 7
- Lewis, G. B., Pathak, R., & Galloway, C. S. (2018). Trends in public-private pay parity in state and local governments. *Review of Public Personnel Administration*, 38(3), 303–331.
- Stazyk, E. C. (2013). Crowding out public service motivation? Comparing theoretical expectations with empirical findings on the influence of performance-related pay. *Review of Public Personnel Administration*, 33(3), 252–274.

Week 11 Compensation & Benefits II (March 23)

- Pynes Chapter 8
- Ali, S. B., & Frank, H. A. (2019). Retirement planning decisions: Choices between defined benefit and defined contribution plans. *The American Review of Public Administration*, 49(2), 218–235.
- Feeney, M. K., & Stritch, J. M. (2019). Family-friendly policies, gender, and work-life balance in the public sector. *Review of Public Personnel Administration*, 39(3), 422–448.

Week 12 Performance Management (March 30)

- Pynes Chapter 10
- Thomas, J. C., Su, M., & Poister, T. H. (2018). How do legislators assess administrative performance? Georgia's Department of Transportation in the

eyes of the state's legislators. *The American Review of Public Administration*, 48(8), 822–835.

- Jones, M., & Hartney, M. T. (2017). Show who the money? Teacher sorting patterns and performance pay across U.S. school districts. *Public Administration Review*, 77(6), 919–931.

Week 13 No Class (April 6)

Week 14 Special Issues in HR (April 13)

- Pitts, D., Marvel, J., & Fernandez, S. (2011). So hard to say goodbye? Turnover intention among U.S. federal employees. *Public Administration Review*, 71(5), 751–760.
- Moynihan, D. P., & Pandey, S. K. (2008). The ties that bind: Social networks, person–organization value fit, and turnover intention. *Journal of Public Administration Research and Theory*, 18(2), 205–227.
- Additional readings TBA

Week 15 Group Project Work Session (April 20)

Group project papers are due by Friday, April 24.

Week 16 Group Project Presentations (April 27)

Final exam will be posted to eLC on Monday, April 27. Completed responses should be submitted to the professor no later than Monday, May 4.