School of Public & International Affairs
UNIVERSITY OF GEORGIA

PADP 6920: Public Personnel Administration
Department of Public Administration and Policy
Fall 2020

Instructor:	Dr. Sun Young Kim
Class Time:	Wednesdays 4:10 PM – 7:00 PM
Class Location:	Baldwin 301 (in person) and via Zoom (remote)
Office:	Baldwin 280C
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Office Hours:	Thursdays 2:30 PM – 3:30 PM or by appointment (virtual)

Course Description and Objectives

Public employees are assets critical to the functions of government. Effective personnel administration 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 administration is a key tool for holding them accountable while serving the public. In the public sector, personnel administration 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 administration is executed 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 administration. Students will complete this course with an understanding of the context of public personnel administration, its strategic importance to mission accomplishment, and the interrelatedness of the core functions.

MPA Program Competencies and Student Learning Outcomes

This course is designed to support student learning outcomes associated with the following core competencies of the MPA curriculum at the University of Georgia.

To Lead and Manage in Public Governance

- Students will learn to work in groups and teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product.
- Students will identify leadership and management demands across sectors, particularly in the public and nonprofit sectors.

To Articulate and Apply a Public Service Perspective

- Students will understand and appreciate the intellectual history and evolution of public personnel administration.

- Students will apply professional codes of ethics to decisions and value conflicts unique to the public sector, ensuring practices remain accountable and transparent.
- Students will demonstrate an appreciation of the complex legal and ethical environment within which public personnel administration operates.

To Communicate with a Diverse Workforce and Citizenry

- Students will recognize, consider, and respect differing points of view in administrative and policy decisions.
- Students will execute specific strategies to enhance equity within and representativeness of the public workforce to ensure all people within a government's jurisdiction are well served.
- Students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

Course Format

This course will be delivered in a hybrid format to provide students with a seamless learning experience while accommodating safety requirements. Some of the teaching and learning will take place in person (on a rotating basis, in a socially distanced classroom) and some synchronously online via Zoom. At the beginning of the semester, the instructor will contact students to clarify which sessions they will be able to attend in person and which to participate in remotely. In-person instruction will conclude at Thanksgiving Break, and all remaining coursework, assignments, and the final exam will be online following Thanksgiving. In order to get the most value out of this course, and to contribute the most value to this course, it is important that all students come to class fully prepared to discuss and debate the week's readings, cases, and assignments. Each week, the class will be split into small groups to facilitate case discussions and complete exercises. If you have any questions or concerns about this format, please discuss them with the instructor in advance or during the first class meeting.

COVID-19 Information and Guidelines

It is important to keep in mind that everyone has a critical role to play as we work together to protect the health and safety of every member of the UGA community.

Face Coverings

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at https://drc.uga.edu/.

DawgCheck
Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: https://dawgcheck.uga.edu/.

What do I do if I have symptoms?
Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see https://www.uhs.uga.edu/info/emergencies.

What do I do if I am notified that I have been exposed?
Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at sco@uga.edu, to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

How do I get a test?
Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?
Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

Required Course Material
Pynes, J. E. (2013). *Human Resources Management for Public and Nonprofit Organizations* (4th ed.). San Francisco, CA: Jossey-Bass. (Note: Free online access is available through the UGA Libraries.)

Buell, R. W., Huckman, R. S., & Travers, S. (2016). *Improving Access at VA*. Boston, MA: Harvard Business Publishing. (Note: This case can be purchased at a discounted price using the following link: https://hbsp.harvard.edu/import/743860.)

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

Technology Requirements

In order to successfully participate in this course, students should be able to use the following technology and perform basic technical tasks.

- Communication will be mostly via eLC Announcements and email. Students should check their UGAMail regularly and adjust the eLC notification setting to keep themselves posted on important course announcements.
- A high-speed internet connection with sufficient internet bandwidth is highly recommended to engage in live remote sessions.
- Remote class sessions will be held via Zoom. Please download, install, and test the Zoom application before the first class meeting.
- A webcam and a microphone are needed for participating in remote sessions. A substantial part of your learning in this course will depend on your active and attentive engagement in class discussions and other collaborative learning opportunities. Please turn on your webcam during collaborative exchanges to help sustain a sense of community and co-presence as we learn together. If you have reservations about doing so, please let me know in advance so we can plan accordingly.

Course Components and Grading

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

Class participation	10%
Case analysis and discussion facilitation #1	15%
Case analysis and discussion facilitation #2	15%
Group project	30%
Final exam	30%

This weighting system may be adjusted at the instructor's discretion. Below is the grading scale:

Grade	Minimum Percentage Needed
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 and Participation. While there is no attendance requirement for this course (i.e., no points are attached to 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. Also, class participation is a central part of the learning that occurs in a graduate-level course and 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 case studies or exercises throughout the semester. Your class participation grade will be enhanced by actively working on group assignments and not engaging in social loafing. Conversely, distracting behaviors and social loafing in groups will negatively impact your participation grade.

Case Analysis and Discussion Facilitation. Each student will be asked to sign up for two case studies for which they will conduct an in-depth analysis using the resources gained from the course. This assignment has two components. First, you will prepare a written document (approximately 3–4 double-spaced pages) that responds to a set of discussion questions through the evaluation and application of HR concepts and theories. The best case analyses will involve an explanation of the concepts from the course and use specific examples and/or quotes from course readings and lectures to demonstrate the appropriate application of the material. Second, you will serve as a facilitator for a 30-minute small group discussion of the case study during our Zoom sessions. In this role, you are expected to give a brief overview of the case, present the relevant points of your analysis, and lead the group discussion. The discussion should be interactive, and you can prepare additional discussion questions to engage your group members. After the discussion, group members will jointly report their findings to the class.

As you prepare your case analysis and discussion, keep in mind that you will be contributing to the learning experience of the class. Applying course concepts to case studies requires particular attention to the logical flow of your analysis. I expect all case analyses to demonstrate your most professional work, including thorough and well-thought-out arguments and discussions, appropriate citations where necessary, a clear organization in order to communicate unambiguously to the reader, and the absence of mechanical flaws. Your case analyses should be submitted via eLC Assignments by midnight on the day before the case is to be discussed in class. Late submissions will be penalized 10% per hour past the deadline.

Group Project. Students will complete a semester-long project to increase their first-hand familiarity with the methods, challenges, dilemmas, and possibilities involved in managing human resources in real-world organizations. You will work with 3–4 classmates for this project (imagine that you're a team of HR analysts), and groups will be assigned by the instructor at the beginning of the semester. The case *Improving Access at VA* will be used to provide the context for this project. The purpose of this project is to give you the opportunity to use tools and material covered in this course (and others) to research and analyze the challenges faced by the U.S. Department of

Veterans Affairs (VA), probe important HR issues, and generate appropriate recommendations for the organization. As organizational work often involves team-building, communication, and interactions with diverse people, you will also be able to experience the processes and problems involved in working with others to reach a specific objective.

Group project papers are due by Wednesday, December 2. Students may be asked to prepare and submit additional deliverables for feedback purposes over the course of the semester. I expect the final paper to be approximately 20 double-spaced pages, not including the title page, executive summary, tables, figures, footnotes, and references. Your paper should have a clear introduction that gives a preview of its structure and a clear conclusion that summarizes what you have covered. The paper itself should be well-structured with a logical progression from one section to another in order to read as an integrated whole. Papers should be type-written in 12-point Times New Roman font with one-inch margins and formatted according to the American Psychological Association (APA) 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. 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.

Final Exam. Students will take a comprehensive, open-book, take-home examination at the end of the semester. This examination will consist of several essay-type questions that focus on major issues discussed in the course. The exam questions 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 as a 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 a documented illness or emergency.

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. Students must give credit to the work of another person when they do any of the following:

A. Quote another person's actual words, either oral or written
B. Paraphrase another person's words, either oral or written
C. Use another person's idea, opinion, or theory
D. Borrow facts, statistics, or other illustrative material, unless the information is common 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 Academic Honesty 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 the 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 the 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 instructor and classmates, and SPIA faculty will address these problems as they arise.

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 email or browse non-course-related information is not permitted.

Email. Questions about the course can be directed to me via email. I reply to emails in 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 schedule a virtual meeting with me to discuss your concerns/questions. Also, please allow sufficient time for me to respond to your inquiries before assignment deadlines; as a general rule, urgent questions sent within 24 hours of an assignment deadline 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 Components and 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 the current grade is to the higher grade. I will not respond to requests to give you 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 any student who is concerned about a score on an assignment in 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 must do so within one 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 for submitting final grades. I will gladly meet with any student who wants general advice about how to improve their scores on assignments.

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 can 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.

Mental Health and Wellness Resources. If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit https://sco.uga.edu. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services. UGA has several resources for a student seeking mental health services (https://www.uhs.uga.edu/bewelluga/bewelluga) or crisis support (https://www.uhs.uga.edu/info/emergencies). If you need help managing stress, anxiety, relationships, etc., please visit BeWellUGA (https://www.uhs.uga.edu/bewelluga/bewelluga) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.

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 and complete the assignments 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.

Date	Topics, Readings, and Assignments
Week 1 (8/26)	Introduction to Public Personnel Administration Readings • Pynes Chapter 1
Week 2 (9/2)	Strategic Human Resource Management & HR Planning Readings • Pynes Chapters 2 & 4
Week 3 (9/9)	Job Analysis Readings • Pynes Chapter 5 • Tyler, K. (2013). Job Worth Doing: Update Descriptions. *HR Magazine*. • Case: Some Counselors Are More Equal Than Others Pre-Class Assignments • Using Transition Matrix to Plan for the Future • HR Planning for Teachers
Week 4 (9/16)	Recruitment & Selection I Readings • Pynes Chapter 6 • Case: Recruitment & Selection Reform in the State of New York Pre-Class Assignments • Chief Data Officer for the State of Georgia
Week 5 (9/23)	Recruitment & Selection II Readings • Pulakos, E. D. (2005). Selection Assessment Methods: A Guide to Implementing Formal Assessments to Build a High-Quality Workforce. *SHRM Foundation*. Pre-Class Assignments • Developing a Selection System

Week 6 (9/30)	Group Project Work Session • Group meetings with the instructor will be scheduled.
Week 7 (10/7)	Compensation & Benefits I Readings • Pynes Chapter 7 • Case: Paying the Tucson Police Pre-Class Assignments • Using Social Media for Recruitment and Selection
Week 8 (10/14)	Compensation & Benefits II Readings • Pynes Chapter 8 Pre-Class Assignments • Reforming the General Schedule • Designing a Pay Structure
Week 9 (10/21)	Group Project Work Session • Group meetings with the instructor will be scheduled.
Week 10 (10/28)	Performance Management Readings • Pynes Chapter 10 • Case: To Protect and to Serve Pre-Class Assignments • The Self-Appraisal Problem
Week 11 (11/4)	Out-of-Class Assignment • Valley Technology
Week 12 (11/11)	Separation & Retention Readings • Noe, R. A., Hollenbeck, J. R., Gerhart, B., & Wright, P. M. Employee Separation and Retention. *Human Resource Management: Gaining a Competitive Advantage*. • Case: Deer Valley Hires a New Coach Pre-Class Assignments • Managing Employee Turnover at IRS
Week 13 (11/18)	Group Project Work Session • Group meetings with the instructor will be scheduled.

Week 14 (11/25)	Thanksgiving Break
Week 15 (12/2)	Group Project Paper • Group Project Paper Due by December 2 at 11:59 PM • Peer Evaluation Due by December 2 at 11:59 PM • Final Exam Distributed on December 2
Week 16 (12/9)	Final Exam (Take-Home) • Final Exam Due by December 9 at 11:59 PM