



**School of Public &  
International Affairs  
UNIVERSITY OF GEORGIA**

**Course Syllabus**

**PADP 6920: Public Personnel Administration, CRN 46690  
Fall 2022**

**301 Baldwin Hall, UGA main campus  
Wednesdays 7:10 – 9:55pm**

The University of Georgia  
School of Public and International Affairs  
Department of Public Administration & Policy  
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**Course Description and Objectives**

Public Personnel Administration is a dynamic, rapidly evolving field that is central to the study and practice of Public Administration. The people who work for government agencies and nonprofit organizations are valuable assets to those organizations. Public employees are instruments of the state and can wield enormous power and influence. They perform many important functions for society such as ensuring public safety, delivering social services, regulating the economy, providing national security, and promoting the public interest. Many other individuals also perform contribute to the public weal through their work in nonprofit organizations and private sector firms holding government contracts. These individuals also work in the public square and perform public-serving functions. In their public-regarding roles, they too are surrogates of the state and contributors to the common good. Their recruitment, selection, development, and retention are therefore key elements in governmental and organizational effectiveness.

This core course provides a survey of the field of Public Personnel Administration with an emphasis on the historical events and reform movements that have shaped it. The unique political environment that public and nonprofit organizations operate in, as well as their strengths and weaknesses when compared to private sector business firms, are also emphasized. The course will cover the major functions of Public Personnel Administration including position classification, pay and benefits administration, motivating and training

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<sup>1</sup> Office hours are by appointment, but please feel free to drop by whenever I am in the office. Also feel free to contact me by email or telephone whenever necessary. Email usually works best. Always send emails from your standard UGA email account – not through the eLC course website.

employees, resolving grievances, and conducting performance appraisals. The course will also cover several major issues that affect Public Personnel Administration such as employee rights and responsibilities, equal employment opportunity, affirmative action, anti-discrimination laws, diversity, and labor-management relations.

Finally, the course turns to the future of civil service systems. In the face of widespread concerns about a “quiet crisis” in which many veteran public employees might leave their jobs, coupled with the possibility that many younger people might not choose to pursue careers in public service, the future is an open question. What can be done to ensure that a highly qualified, motivated and well-trained cadre of public servants will be available to serve the public in the future?

### **Student Learning Outcomes**

This course will help students understand personnel concepts they will encounter in other classes and ultimately in their careers. The course will also enable students to better understand the role of public administrators in implementing public policy and leading and managing people in public organizations. Students will gain knowledge on the principles and practices of public personnel administration, inculcate a public service ethic, and learn about strategies to enhance equity, diversity, and representativeness in the public workforce. The impact of effective personnel management on individual and organizational performance is emphasized. The course format and content require students to think rigorously about many practical issues facing contemporary public administrators. Students will have ample opportunity to demonstrate their knowledge and skills in the course.

For MPA students, the following core competencies are imparted in the course:

- Competency 1: To lead and manage in public governance
- Competency 2: To participate in the public policy process
- Competency 3: To analyze, synthesize, think critically, solve problems and make decisions
- Competency 4: To articulate and apply a public service perspective
- Competency 5: Communicating with a diverse workforce and citizenry

### **Seminar Sessions**

The course will be taught in a traditional face-to-face format with weekly class meetings. The eLC course website will be utilized to share materials and coordinate activities. The website is accessible at: <https://uga.view.usg.edu/d21/login>. Most seminar sessions will include lectures and class discussions on planned topics. During these sessions, the instructor will present material, pose questions for discussion, help guide the search for answers, and aid in the process of critical inquiry. Students will lead discussions on specific issues and readings, complete homework-type assignments, and participate in small group exercises. Various forms of media will be utilized to enhance learning. Students are encouraged to ask questions and raise important issues for discussion. All course deliverables will be submitted by email.

## **Assignments and Grades**

Grades are based on student performance on four key elements of the course: group work and group presentations (20 percent), a midterm and final examination (20 and 30 percent, respectively), a research paper (20 percent), and attendance and participation in the course (10 percent). These components are explained below, and they will be discussed in more detail during the introductory class session.

Note: PhD students will have additional readings and substantially different deliverables based upon their individual needs and as determined by the instructor.

## **Group Work and Group Presentations**

Students will be assigned to permanent work groups early in the semester. These groups will lead discussions of course readings and complete other assignments. The instructor will assess the quality of group work at semester's end and assign grades accordingly. These grades will count 20 percent of the final course grade. Students should ask their group for support when needed. For example, students who miss a class should reach out to their group mates for details on what was missed and copies of lecture notes and handouts.

The two main group deliverables are preparing abstracts of assigned readings and leading in-class discussions. Each group should prepare a one-page written abstract for each supplemental reading and for each case they are assigned. The abstract should begin with a proper bibliographic reference, followed by a summary of the reading or case, plus any additional thoughts or discussion points. The abstracts should be emailed to me by noon on the day before the reading or case is scheduled for in-class discussion. The group should then prepare a brief PowerPoint slide set to structure their in-class discussion, which should last for approximately 10 minutes for each reading or case. Important note: all group members are collectively responsible for submitting high quality abstracts and leading effective in-class discussions. You should work together on this.

## **Midterm and Final Examination**

Students will take comprehensive, open-book midterm and final examinations worth approximately 20 and 30 percent of the final course grade, respectively. These examinations will consist of several essay type questions that focus on major issues covered in the course. Students are expected to craft thoughtful, well-informed responses to the questions; and write coherent answers that are stylistically and grammatically correct. Light referencing is required. Provide citations for all direct quotations and major sources of knowledge you draw from. The papers should be type-written in a conventional 10- to 12-point font and double-spaced with one-inch margins on all sides. All pages should be numbered and collated into a single Microsoft Word document (no PDFs or cloud files). This document should be emailed to the instructor by the due date. For grading purposes, the main emphasis is on content, but quality

of composition will also be considered. The due dates for these “take-home examinations” are shown on the tentative course schedule (see below).<sup>2</sup> Late penalties will apply.<sup>3</sup>

### **Research Paper**

Students will complete a research paper on a topic closely related to public personnel administration. This is an open-ended assignment worth approximately 20 percent of the final course grade. Students are encouraged to develop a project, do the research, and write a paper that will further their own personal and professional interests in the field. Some ways to fulfill this requirement include: complete an in-depth case study of a human resource management system in a public or nonprofit sector organization; interview several public personnel officers and write a report; read an important book on public personnel administration and write an in-depth book review (i.e., a critical analysis – not just a book report); identify a topic that is not adequately covered in course readings, research the topic, and write a report on it; select a controversial topic in human resource management, research both sides, and write a fact-based position paper refereeing the issue; etc. There are many other ways to satisfy the research paper requirement. Importantly, each student’s topic and research plan must be approved in advance by the instructor. A short paragraph-length proposal is due midway through the semester, and the final paper is due at semester’s end. A brief in-class presentation is expected if time permits.

Students should strive for papers that are high quality, well-organized, easy to read, and stylistically and grammatically correct. The suggested length is 15 pages. The papers should be type-written in a conventional 10- to 12-point font and double-spaced with one-inch margins on all sides. Include a title, abstract, and reference list. All pages should be numbered and collated into a single Microsoft Word document (no PDFs or cloud files) that is submitted to the instructor by email. The papers should be formatted according to the American Political Science Association style manual which is stored on the eLC course website. The papers will be graded based on content and quality of presentation. The due date is shown on the tentative course schedule (see below). Late penalties will apply.

### **Attendance and Participation**

Attendance and participation are required in this course and will count approximately 10 percent toward the final grade. Students are expected to attend all class meetings and be on time. Those who miss excessive class time should expect to receive a lowered grade in the course, regardless of their performance on graded assignments. With respect to participation, I first consider the student’s attendance record because this is a prerequisite for participation; then I consider how frequent, valuable, and constructive the student’s contributions have been to the class, and how responsive they have been to course assignments and my specific

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<sup>2</sup> Note: university policy provides that any student with three final examinations scheduled on the same calendar day or two examinations at the same time may petition an instructor to reschedule one exam at a different time.

<sup>3</sup> The late penalty for each whole or partial day late is one grade-notch on the standard grading scale of A, A- B+, B, B-, etc.

requests during the semester. Finally, I differentiate between required and spontaneous participation. The latter weighs more heavily here.

### **Reasonable Accommodations**

Students with disabilities that could affect their ability to participate and perform well in the course should see me early in the semester. I am receptive to these situations and will make any reasonable accommodations. If you plan to request accommodations, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by navigating to <https://drc.uga.edu>.

### **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 through 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.

### **Academic Honesty**

The ethical bar is set very high for aspiring public administrators and a strong work ethic is expected in this course. 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*. The UGA Student Honor Code states: “I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others.” The University’s policy and procedures for handling cases of suspected dishonesty can be found at <https://ovpi.uga.edu>. Students should learn about these standards before submitting any written work. *All written assignments should be completed individually – not collaboratively – unless otherwise stated.*

### **Prohibition on Recording Lectures**

Students may *not* make a visual or audio recording of any aspect of this course unless they have written authorization from the UGA Disability Resource Center. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the course.
- Understand that faculty members have a copyright interest in their class lectures and that they will not infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to use the recordings for any reason other than their own personal study.

- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree not to profit financially and not to allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the semester's end.
- Understand that violating these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

### **Coronavirus Information for Students**

Information on how the Coronavirus Pandemic affects students attending fall classes is posted on the UGA website. Please heed this information throughout the semester.

### **FERPA Notice**

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at <https://reg.uga.edu/generalinformation/ferpa/>. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, and prior schools), unless withholding is requested in a written letter to the registrar.

### **Preferred Names and Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name if different from the above. If so, please advise me of your preference early in the semester.

### **Course Readings and Other Resources**

Textbooks:

- Lloyd G. Nigro and J. Edward Kellough, 2014. *The New Public Personnel Administration*, 7<sup>th</sup> ed. Boston, Massachusetts: Wadsworth, Cengage Learning. ISBN-13: 978-1133734284.
- Richard C. Kearney and Jerrell D. Coggburn, 2016. *Public Human Resource Management: Problems and Prospects*, 6<sup>th</sup> ed. Washington, DC: CQ Press, Sage Publications. ISBN-13: 978-1483393452. (Note: this book is available online through the UGA library website.)
- T. Zane Reeves, 2005. *Cases in Public Human Resource Management*, 2<sup>nd</sup> ed. Belmont, California: Wadsworth Publishing, Cengage Learning. ISBN-13: 978-0534602406.
- Other readings as assigned.

Books are available at the UGA main campus bookstore and other bookstores in the area. They can also be ordered online. A few copies may be available for temporary use from the main library, departmental library, or directly from the instructor. Note: most books are available in different formats and at different prices. Contact the bookstores, publishers, or

online retailers for details. Any additional readings will be provided by the instructor and stored on the eLC course website for student access.

**Tentative Course Schedule**

Assignments are in the course schedule (attached). Please complete all readings and written assignments before the applicable class period. This schedule will serve as a guide but not a rigid constraint throughout the semester. Some topics will likely take less than the allotted time, while others may require more attention. Some minor rescheduling may also occur. Any changes to the syllabus or course schedule will be announced in advance. Students should check their UGA email inbox regularly for updates and other information pertinent to the course.