

PADP 6920
Public Personnel Administration
Section 36731, Spring 2023

Mondays 4:10 – 6:55 pm
Baldwin Hall, Room 101D

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Office Hours: Monday 2:30 – 3:30 pm.
Other hours available by appointment

Course Description and Objectives

This course focuses on selected topics in the study and practice of public personnel administration (also known as public personnel management or public sector human resources management). We will review how public employees are recruited, selected, compensated, and evaluated. A variety of class exercises and case analyses will supplement the assigned reading. The central objectives for the course are to enable students to:

1. Develop an appreciation for the dynamic political environment and the Constitutional restrictions that distinguish public personnel management from its counterpart in the private sector.
2. Understand the history of the civil service in the United States.
3. Define the concept of merit in public employment and be familiar with the evolution of merit systems.
4. Demonstrate knowledge of issues associated with recent civil service reform.
5. Understand equal employment opportunity law.
6. Describe recruitment, examination, and selection procedures.
7. Be familiar with public sector job evaluation techniques.
8. Know how compensation structures are constructed.
9. Understand systems of employee performance appraisal.
10. Be knowledgeable of the role of public employee unions and systems of collective bargaining.

PADP 6920, Public Personnel Administration, is designed to promote student mastery of three of the five core competencies required for NASPAA accreditation of our MPA program.

Competency 1: To lead and manage in public governance

Students in the Master of Public Administration program at The University of Georgia will learn

the implications of the unique political and legal environment in the public sector and its human management implications. They will be able to understand the importance and dynamics of working in groups or teams to make collaborative decisions, incorporate diverse viewpoints, and create a cohesive and professional product. Furthermore, students will be equipped to identify leadership and management demands across sectors, particularly in the public and nonprofit sectors, including their similarities and differences as well as unique intergovernmental and inter-organizational challenges.

Competency 4: To articulate and apply a public service perspective

Students in the Master of Public Administration program at The University of Georgia will understand and appreciate the intellectual history of American public administration, competing ideological frameworks, and major issues or controversies that have emerged over time. They will learn to apply the profession's code of ethics to decisions and value conflicts unique to the public sector, ensuring practices remain accountable and transparent. Moreover, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

Competency 5: To communicate and interact productively with a diverse and changing workforce and citizenry

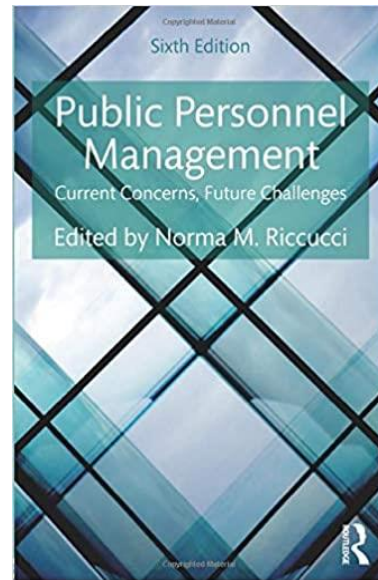
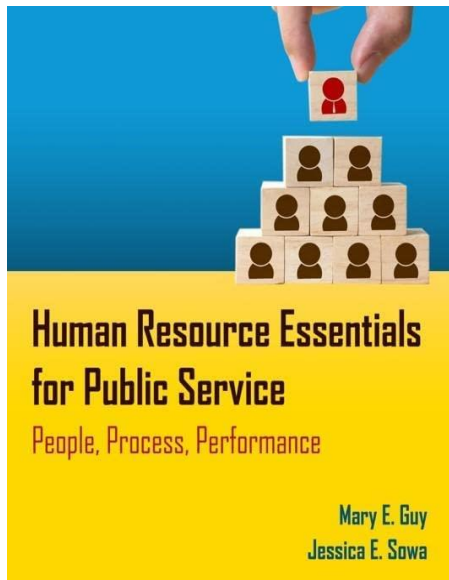
Students in the Master of Public Administration program at The University of Georgia will exhibit knowledge of principles and practices associated with effective public personnel management. Such skills will include the ability to recognize, consider, and respect differing points of view in administrative 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. Finally, students will demonstrate an appreciation for diversity and will be able to work productively in teams by displaying composure, professionalism, and effective communication skills.

Required Texts:

Guy, Mary E. and Jessica E. Sowa, *Human Resource Essentials for Public Service: People Process, Performance*, (Irvine, California: Melvin & Leigh, Publishers, 2022). ISBN 978-1-7360-4021-8

Norma M. Riccucci, ed., *Public Personnel Management: Current Concerns, Future Challenges*, sixth edition, (New York: Routledge, 2018). ISBN 978-1-138-68970-1

Additional reading material is available on the UGA eLC website.



Course Structure:

Attendance and Participation (10% of your final grade): Students are expected to attend class and actively participate. If you need to miss a class for a legitimate medical or other emergency, please notify the instructor as soon as possible. Your grade for participation will reflect your contributions to class activities/exercises, your participation in class discussion, and your attendance.

Student Presentations/Debates (20% of your final grade): Students will prepare and present summaries or debates on key public personnel management issues or court cases of their choice. These presentations/debates should be approximately 20 minutes in length and should make use of PowerPoint slides, videos, or other media. Students may work alone or with a partner. If you choose to make a *non-debate* presentation, think of it as a brief training seminar in which you inform your colleagues (and your instructor) of important aspects of the selected topic. If you would like to participate in a *debate* over an issue or court case, your (either alone or with a partner) will present the arguments on one side of the issue/case while another student or pair of students will present the other side. Members of the class should be prepared to ask questions of the presenters/debaters. Issues and cases available for selection are listed on this syllabus, but you may also present or debate other topics in which you have an interest. The instructor will be available to guide you and review your presentation/debate prior to the date you will deliver it in class.

Issue Papers (30% of your final grade; 10% for each paper): Three brief issue papers summarizing and assessing the primary arguments surrounding key issues affecting contemporary public personnel administration are required. The topics will be determined by the instructor. These papers should be 4 to 5 pages in length. They are assigned at strategic points

during the semester and will be due one week later. These essays are intended to give you feedback on your understanding of the material as the semester progresses. They should be submitted in MS Word format to kellough@uga.edu by 7:00 pm on the dates they are due.

Examinations (40% of your final grade; 20% for each exam): There will be a mid-term and a final examination. The mid-term examination is scheduled for **February 27** and will be completed in class. It will consist of multiple choice, short answer, and essay questions covering selected topics. The final examination will be a take-home exam distributed on **May 1** and due in MS Word format by 7:00 pm on **May 8** to kellough@uga.edu. The final examination will have the same format as the mid-term exam but will address only the material covered in class after the mid-term. Each examination is designed to test your ability to understand and critically evaluate the reading, lecture, and discussion material addressed in the course.

Grading: All grades will conform to the following scale:

A	93 – 100%	C-	70 – 72%
A-	90 – 92%	D+	67 – 69%
B+	87 – 89%	D	63 – 66%
B	83 – 86%	D-	60 – 62%
B-	80 – 82%	F	Below 60%
C+	79 – 77%		
C	73 – 76%		

Final Letter Grades will be based upon elements of the class weighted in the following manner:

<u>Course Component</u>	<u>Weight</u>
1. Attendance and Participation	10%
2. Presentations/Debates	20%
3. Quality of the Issue Papers	30%
4. Midterm Exam	20%
5. Final Exam	<u>20%</u>
	100%

Academic Honesty: Students must abide by the University of Georgia policy regarding academic honesty. All academic work must be performed without any form of cheating, lying, stealing, or receiving assistance from any other person or using any source of information not appropriately authorized or attributed. The University policy on academic honesty may be accessed at <http://www.uga.edu/honesty/>.

Note: The use of artificial intelligence software or word mixing software to write your papers or exams for this class is not permitted.

Computers, Cell Phones, and other Electronic Devices: You may bring a laptop computer to class, and you are encouraged to do so. You may, of course, also bring your cell phone, iPad, or

other similar device. Please make sure that your phone is silenced during class time.

Students with Disabilities: If you have a disability and would like to request specific accommodations, please contact your instructor. If you plan to request accommodations for a disability, please register with the UGA Disability Resource Center, 114 Clark Howell Hall, Athens, GA 30602. Phone: 706-542-8719, Email: drc@uga.edu.

Prohibition on Recording Lectures: In compliance with University of Georgia guidance, students may not make visual or audio recordings 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:

1. Will use authorized recordings only for personal academic purposes during the specific course.
2. Understand that faculty members have copyright interests in their class lectures and agree not to infringe on these rights in any way.
3. Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
4. Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
5. Will erase/delete all recordings at the end of the semester.
6. Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

Preferred Name 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 and/or gender pronoun. Please advise me of this preference early in the semester.

Safe Space for Discussion: Our classroom will provide a safe environment in which we may engage the material through thoughtful and respectful discussion and acknowledgement of historical context. The goal is to promote understanding, and where warranted, recognition of multiple points of view.

CLASS SCHEDULE

January 9: INTRODUCTION

A review of course requirements...general discussion of the field of public personnel

administration.

January 16: MLK Day – No Class

January 23: FOUNDATIONS OF THE FIELD

A look at the development of public personnel management in the United States...Issues in strategic human resource management

Guy and Sowa, Chapters 1 and 2.
Ricucci, Chapter 1.

January 30: UNDERSTANDING MERIT IN PUBLIC EMPLOYMENT

Consideration of the civil service reform movement of the late nineteenth century and the triumph of the merit principle.

Guy and Sowa, Chapter 3.
Paul P. Van Riper, *History of the United States Civil Service* (Evanston, Illinois: Row, Peterson, and Company, 1958), Chapter 5: “Americanizing a Foreign Invention: The Pendleton Act of 1883.”

The Pendleton Act
<http://www.ourdocuments.gov/doc.php?flash=true&doc=48&page=transcript>

February 6: MERIT, MANAGEMENT, AND POLITICS

Analysis of more recent reform efforts...The struggle to balance political responsiveness and neutral competence in the public service.

Ricucci, Chapter 13.
Gene Brewer and J. Edward Kellough. 2016. “Administrative Values and Public Personnel Management: Reflections on Civil Service Reform in the United States,” *Public Personnel Management*, 45(2): 171-189.
Wagner, Erich. “Study: OPM-GSA Merger Proposal Would Not Have Solved Problems It Aimed to Fix,” *Government Executive*, March 17, 2021.
Hale, Janet, J. Edward Kellough, Peter Levine, Ellen Tunstall, and David Walker. March 2021. *Elevating Human Capital: Reframing the U.S. Office of Personnel Management’s Leadership Imperative*. (Washington D.C.: National Academy of Public Administration). Read the Executive Summary, pages 1 – 6.

First Issue Paper Assigned

Cases and Topics for Presentation/Debate:

Branti v. Finkel, 445 U.S. 507 (1980) – Dismissal for Political Patronage Purposes.

Rankin v. McPherson, 483 U.S. 378 (1987) – Dismissal for Political Speech.

Rutan v. Republican Party of Illinois, 497 U. S. 62 (1990) – Limits on Transfer, Promotion, Recall, and other Actions for Political Purposes.

The Hatch Act of 1939 and its Amendments – Restrictions on Political Activities of Public Employees.

Guy and Sowa, Chapter 4.

February 13: THE STRUGGLE FOR EQUAL EMPLOYMENT OPPORTUNITY

Discussion of the development of equal employment opportunity policy.

Guy and Sowa, Chapter 11.

First Issue Paper Due

Case and Topics for Presentation/Debate:

Griggs et al. v. Duke Power Company, 401 U.S. 424 (1971) – Discrimination under Title VII of the Civil Rights Act of 1964.

Sexual Harassment in the Workplace.

Laws prohibiting discrimination based on sexual orientation.

February 20: FROM AFFIRMATIVE ACTION TO AFFIRMING DIVERSITY

A look at the concept of affirmative action and its legal parameters.

Riccucci, Chapters 4, 5, and 6.

Cases and Topic for Presentation/Debate:

United Steel Workers of America v. Weber, 443 U.S. 208 (1979).

Johnson v. Transportation Agency, Santa Clara County, 480 U.S. 616 (1987).

Grutter v. Bollinger, 539 U.S. 306 (2003).

The Americans with Disabilities Act of 1990.

February 27: MID-TERM EXAM

March 6: SPRING BREAK

March 13: RECRUITMENT, EXAMINATION, AND SELECTION

A discussion of recruitment and examination methods in public personnel administration...consideration of legal constraints on selection processes...employee training and development.

Guy and Sowa, Chapter 6.

Case and Topic for Presentation/Debate:

Ricci v. DeStefano 557 U.S. 557 (2009).

Uniform Guidelines on Employee Selection, 29 CFR Part 1607 (1978).

March 20: JOB ANALYSIS AND EVALUATION

Consideration of job analysis techniques...methods of classifying jobs or positions.

Guy and Sowa, Chapter 5.

Leonard N. Persson, *The Handbook of Job Evaluations and Job Pricing*, (Madison, Connecticut: Business and Legal Reports, Inc., 1989), Chapter 1.

Society for Human Resources Management (SHRM). *Performing Job Analysis*.

<https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/performingjobanalysis.aspx#:~:text=Determining%20which%20tasks%20employees%20perform,s>

Second Issue Paper Assigned

In-class exercise: Job Evaluation using a version of the FES

March 27: JOB PRICING AND EMPLOYEE COMPENSATION

Analysis of the process of building a compensation structure.

Guy and Sowa, Chapter 7.

Leonard N. Persson, *The Handbook of Job Evaluations and Job Pricing*, (Madison, Connecticut: Business and Legal Reports, Inc., 1989), Chapter 2.

Riccucci, Chapter 10.

Second Issue Paper Due

Case for Presentation/Debate:

AFSCME v. State of Washington, 770 F.2d 1401 (1985).

April 3: EMPLOYEE DEVELOPMENT AND PERFORMANCE

Discussion of issues associated with measuring employee performance in public organizations.

Guy and Sowa, Chapters 8 and 9.

Topic for Presentation:

Description of a performance appraisal system in a selected public agency.
Guy and Sowa, Chapter 13.

April 10: EMPLOYEE MOTIVATION AND MERIT PAY

A review of motivation theories and their implications for personnel management.
Consideration of pay-for-performance systems.

Riccucci, Chapter 11.

Topics for Presentation/Debate:

Pros and Cons of Pay-for-Performance Systems.

April 17: PUBLIC EMPLOYEE UNIONS AND COLLECTIVE BARGAINING

Analysis of public sector labor relations and collective bargaining practices.

Guy and Sowa, Chapter 10.

Riccucci, Chapter 8.

Third Issue Paper Assigned

Topics for Presentation/Debate:

Pros and Cons of the right to strike by public employees
Summary of state laws on public sector collective bargaining
Guy and Sowa, Chapter 12.

April 24: STATUTORY AND CONSTITUTIONAL CONSTRAINTS

A review of additional federal statutes regulating public sector human resources management including the Fair Labor Standards Act, the Family and Medical Leave Act, and others. . . A discussion of Constitutional limitations on public personnel management including consideration of employee rights under the 1st, 4th, 5th, and 14th Amendments.

Riccucci, Chapter 9.

United States Constitution, Amendments 1, 4, 5, and 14.

Third Issue Paper Due

Case and Topics for Presentation:

Cleveland v. Loudermill, 470 U.S. 532 (1985)

Family and Medical Leave Act.

May 1: WHITHER PUBLIC PERSONNEL ADMINISTRATION?

Consideration of the future of the field of Public Personnel Administration and the fragility of merit.

Guy and Sowa, Chapters 14 and 15.

Riccucci, Chapters 12, 14, and 15.

Final Exam Distributed

May 8: FINAL EXAM DUE by 7:00 pm kellough@uga.edu. Submit your exam only as an MS Word document.