

PADP 6920 Public Personnel Administration
University of Georgia
Fall 2023

Bradley E Wright
204 Baldwin
(706) 542-2970
bew@uga.edu

Course time: Wednesday, 7:10-9:55 pm
Course location: Baldwin Hall Rm 301
Office hours: Thursdays, 12:00-1:00 pm
by appointment

COURSE OVERVIEW AND OBJECTIVES

This course is an overview and introduction to the theory and practice of human resource management in public sector organizations. Human resource management (HRM) is the process of managing an organization's employees. HRM includes all aspects of people management to effectively meet an organization's goals including topics such as employee compensation, benefits, recruitment, selection, training and development, motivation/performance, appraisal, discipline and dismissal, mental/physical health, and employee/union-management relations. This course is designed to provide: (1) an understanding of current human resource management policies, practices and issues (2) the political, cultural and legal environment that shapes human resource management in government organizations, and (3) a better understanding of human behavior in the workplace.

Although this course may help strengthen several all 5 key competencies highlighted by the MPA Program, it contributes the most to:

Competency 1: To Lead and Manage in Public Governance by learning the implications of the unique political and legal environment in the public sector and its human management implications. Students 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.

Competency 3: To strengthen your ability to Analyze, Synthesize, Think Critically, Solve Problems and Make Decisions by developing your ability to collect, analyze and interpret data to provide effective reasoning for decision-making

Competency 4: To articulate and apply a public service perspective by learning the history of American public administration and major issues or controversies that have emerged over time. In doing so, students will demonstrate an appreciation of the complex legal/political/fiscal environment of public management.

Competency 5: To Communicate with a Diverse Workforce and Citizenry by exhibiting 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.

Note: This syllabus provides a general plan for the course; deviations may become necessary as the semester progresses.

REQUIRED TEXTS

All assigned readings will be available on the e Learning Commons Course Site. Students will be expected to complete the readings before attending the class session for which they are assigned. There are no required textbooks but if you are interested in additional reference material on any topic covered please contact the instructor.

ATTENDANCE AND PARTICIPATION

A college course is a cooperative, collegial learning experience. Missing class means missing the experience. Even if a student manages to master the required text and all supplemental readings, it is likely that they will be insufficiently prepared for the examinations and assignments. Students are expected to be in class (on time) as both attendance and participation will be considered in overall evaluations of performance. As an added incentive to attend class and pay attention to the material, there will be quizzes in the beginning or end of most classes (no late or make-up quizzes will be allowed). If you must miss a class, it is your responsibility 1) hand in assignments due prior to the beginning (late work will be penalized) and 2) to obtain complete information from on that class and any assignments due the following week from another student.

COMPUTER, TABLET, CELL PHONE & OTHER DEVICE USE

Laptop computers and tablets (i.e. iPads) may be used during class sessions for note taking ONLY. ANY instance of unapproved use of laptop computers or tablets in the classroom will result in your laptop/tablet privileges being revoked for the remainder of the semester. Cell phones and other electronic devices must remain off and stored out of sight at all times during class.

Prohibition on Recording Lectures. In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation (or are given access to recordings of course lectures by the professor) are expected to:

- ✓ Use the records only for personal academic use during the specific course.
- ✓ Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- ✓ 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.
- ✓ Not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings.
- ✓ 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.

ACADEMIC HONESTY (<https://ovpi.uga.edu/academic-honesty>)

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

SPECIAL ACCOMMODATIONS

Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor and work with the Disability Resource Center (<http://drc.uga.edu/students/register-for-services>) to develop an accommodation plan. The student is responsible for providing a copy of that plan to the instructor.

Make-up exams and Incomplete or “I” grades are permitted in only extremely rare circumstances. The instructor has the right to (1) require documentation and proof of the need for the make-up exam or “I” grade (2) require the completion of different versions of assignments missed and/or (3) impose a grade penalty for a missed exam or Incomplete grade in the course. Please let the instructor know as soon as you see a problem developing. Any students wishing to withdraw from the course must follow the University’s course withdrawal procedures.

Last day to withdraw from full semester classes: October 23, 2023.

EXAMINATIONS

Two examinations will be administered covering topics covered by the class lectures and assigned readings. The mid-term exam will cover material from the first half of the course and the final will cover material from the second half of the course. Both will be in-class, closed book exams covering material covered in the lectures and readings. Students who can not be in class on the scheduled dates in which examinations are to be completed ***must*** meet with the instructor ***prior*** to the date in question.

EXAMINATIONS & QUIZZES

Two in-class examinations will be administered covering material from the class lectures, assigned readings and student research report presentations. Students who cannot be in class on the scheduled dates in which examinations are to be completed must meet with the instructor ***prior*** to the date in question. Failure to do so will result in a failing grade for the exam.

Nearly every class will have a short (5-10 minute) quiz covering some of the important information from that week’s or previous week’s lecture/readings.

RESEARCH REPORTS

The objective of this assignment is for you and/or a partner to work together to prepare and present a short training session on an important contemporary human resource issue (selected from the attached list or another topic preapproved by the instructor). In addition to the resources suggested by the professor, find and review at least eight articles (not already assigned) related to your topic. All articles should be recent (published in 2010-2023, some exceptions can be made with approval of instructor); at least three should be from a peer reviewed scholarly journal and at least three from practitioner journals (contact me regarding any exceptions to these requirements). Provide a list of resources used in a 1 page bibliography attachment to your memo (APA style).

For the class period assigned to you, make a short training presentation (25-30 minutes) on your topic synthesizing the articles and any relevant material covered in class. Using your new expertise, be sure to give your audience a good background in your topic (including any relevant Supreme Court Cases, differences between how your topic applies to nonprofit and government agencies, Georgia state or local government laws or examples), an understanding of its importance and any advice you have for employees/organizations in dealing with this issue. Use visual aids (PowerPoint and handouts) to increase the professionalism and effectiveness of your presentations. Material from these presentations may be on course quizzes or exams. Written reports are due on the same night as your presentation.

Each group is required to meet with the professor at least twice for feedback and guidance prior to the presentation and must submit a draft PowerPoint presentation to the instructor review/feedback at least 5 days before the assigned presentation date.

In addition to the presentation, the research presenter(s) will write a 3 page memo (single spaced, 12 pt. times roman font, 1 inch margins) that summarizes:

- 1) what you learned about the topic that can be helpful for public/nonprofit organizations and employees to know (including important lessons that should guide professional practice) (put most of your emphasis here)
- 2) what you didn't learn but wish you did (important unanswered questions, weaknesses or areas unaddressed by the articles you read)
- 3) How the public service model (competing interests in public human resource law) may apply to your topic

GRADING

Attendance & Participation	5%
Quizzes	15%
Midterm	25%
Research Report presentation	24%
Research Report memo	11%
Final Examination	20%

Assignments are due at the beginning of the class period noted on the schedule. Work handed in late will be penalized one half letter grade and an additional half letter grade for each day late.

Course grades will be determined according to the following criteria:

A	89.5-100	C+	75.0-79.49	F	0.0-58.99
B+	85.0-89.49	C	69.0-74.99		
B	79.5-84.99	D	59.0-68.99		

WEEKLY SCHEDULE

- 8/16 Public Sector Human Resource Management: Introduction
- 8/23 The Legal Environment: Doctrine of Privilege to the Public Service Model
Rosenbloom, D. H., & Chanin, J. (2015). What every public personnel manager should know about the Constitution. In C. Kearney & J. D. Cogburn (Eds.), *Public Human Resource Management: Problems and Prospects* (6th ed., pp. 16-31). CQ Press.
Rosenbloom, D. H. (2014). The public employment relationship. In D.H. Rosenbloom, *Federal Service and the Constitution: The Development of the Public Employment Relationship* (2nd ed., pp. 1-24). Georgetown University Press.
- 8/30 The Legal Environment: Free Speech
Mead, J. (2020). Public employee speech rights: Survey of recent trends. *Review of Public Personnel Administration*, 40(3), 384-404.
- 9/6 The Legal Environment: Privacy & Free Association/Religion
Roberts, R. (2023). Religion in the Public Workplace: A Primer for Public Employers. *Public Personnel Management*, 52(1), 117-139.

- 9/13 The Legal Environment Case
- 9/20 **MIDTERM EXAM**
- 9/27 Organization Change & Understanding People in the Workplace
- 10/4 Recruitment & Selection: Merit and Equal Opportunity
Merit Systems Principles, US Merit Systems Protection Board October 2020
More Readings to be announced & made available on eLC
- 10/11 Recruitment & Selection: Affirmative Action & Affirming Diversity
Readings to be announced & made available on eLC
- 10/18 Position Management & Classification
Readings to be announced & made available on eLC
- 10/25 Position Compensation Pricing, Merit Pay & Motivation
Readings to be announced & made available on eLC
- 11/1 Employee Engagement (motivation) & Performance
Chapter 7 (eLC) from Robbins, S.P. & Judge, T.A. (2017). *Essentials of Organizational Behavior*. (14th ed.). New York, NY: Pearson.
- 11/8 Performance Management: Appraisal
Adler, S., Campion, M., Colquitt, A., Grubb, A., Murphy, K., Ollander-Krane, R., & Pulakos, E. D. (2016). Getting rid of performance ratings: Genius or folly? A debate. *Industrial and Organizational Psychology*, 9(2), 219-252.
Lin, Y. C., & Kellough, J. E. (2019). Performance appraisal problems in the public sector: Examining supervisors' perceptions. *Public Personnel Management*, 48(2), 179-202.
- 11/15 Employee Training, Development, Health & Safety
Readings to be announced & made available on eLC
- 11/22 NO CLASS
- 11/29 Flexible Workplace Policies, Collective Bargaining, Employee Relations and Wrapping up
Readings to be announced & made available on eLC
- 12/6 Reading Day (no class)
- 12/13 **FINAL EXAM**

Potential Research Report Topics

Human Resource Legal Environment

Age Discrimination in Employment Act
Violence in the workplace
Family Medical Leave Act of 1993
Freedom of Association in the workplace
LGBTQIA+ HR issues
Sexual Harassment
Social Media Employee Free Speech/Privacy
Volunteer legal issues (VPA 1997...)

Human Resource Reforms/Practices

Compensation (i.e. Performance Pay, Gain sharing...)
Employee burnout
Position Management (i.e. Broadbanding)
Furloughs & Reduction in Force practices
Employee Discipline
Labor unions/relations in public sector
Nonprofit human resource management
Telework

Journals Related to Human Resource Issues

Magazines Geared for HR Practitioners

HR Magazine	Training and Development
HR Focus	Employee Benefits Journal
HR Executive Review	

Other practitioner Journals that carry information pertinent to personnel issues

Governing	Federal Times
Government Executive	Academy of Management Perspectives
PM: Public Management (ICMA)	Academy of Management Executive

Scholarly HR Journals

Review of Public Personnel Administration	Labor Law Journal
Public Personnel Management	Employee Relations Law Journal
Human Resource Management Review	Work and Occupations
Human Resource Management Journal	Journal of Vocational Behavior
Personnel Psychology	

Other Scholarly Journals that carry information pertinent to personnel issues

Public Administration Review	Harvard Business Review
American Review of Public Administration	Journal of Management
Academy of Management review	Academy of Management journal
Journal of Public Administration Research & Theory	Journal of Applied Psychology