

PADP 6920 Public Personnel Administration
University of Georgia
Fall 2026

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Course time: Thursday, 7:00-9:50 pm
Course location: Baldwin Hall Rm 102
Office hours: Mondays, 11:00-12:00 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 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

Llorens, J.J. & Getha-Taylor, H. (2026). *Public Personnel Management: Contexts & Strategies*. 8th ed. Routledge: New York, NY.

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.

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: November 11, 2026.

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.

GROUP NEWS PUBLIC SERVICE MODEL CASE PRESENTATION

The objective of this assignment is for a team of 3 students to work together to identify a recent (within last 4 years) of a government employee due process, free speech or privacy example from the news. You must find sufficient detail about the case (what was said and did and the context) to analyze using the class lectures/reading and whether or not you believe that the case would be supported by existing the legal case law (stick with the case law provided in the class...do not use AI or ask a lawyer). Then prepare a short 8-10 minute presentation (with slides and handouts) for the class of the case (include all the important details), identify the key issues from the perspective of the employee and the government and explain how you think the court would apply the Public Service Model to this case relying solely on the readings/lectures provided in this class. Please bring copies of your slides/handouts for the class/instructor.

RESEARCH REPORTS

The objective of this assignment is for 2-3 students 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).

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.

Each groups 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, written reports are due the class one week after your presentation. The research team 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 including how does the policy/practice reflect the balancing act.

Potential Research Report Topics

Human Resource Legal Environment

Age Discrimination in Employment Act
 Americans with Disabilities Act
 Discrimination & Diversity HR issues
 Family Medical Leave Act of 1993
 Hatch Act / Employee political activities
 Nonprofit human resource management
 Sexual Harassment
 Volunteer legal issues (VPA 1997...)

Human Resource Reforms/Practices

Compensation (i.e. Performance Pay, Gain sharing...)
 Employee burnout
 Employee Discipline
 Federal Government Shutdown
 Furloughs & Reduction in Force practices
 Labor unions/relations in public sector
 Telework and/or Flexible Work
 Violence in the workplace
 AI & Human Resource Management issues
 Social Media Use in Govt/HRM (opportunities/pitfalls)

GRADING

Weekly Attendance, Participation & Quizzes	18%
Public Service Model Case Presentation	10%
Midterm	22%
Research Report presentation	20%
Research Report memo	10%
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

8/19 Public Sector Human Resource Management: Introduction

8/26 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.

- 9/2 The Legal Environment: Free Speech ****Submit your top 3 Research Report Topics****
 Llorens & Getha-Taylor pp 320-322, Revisit Rosenbloom & Chanin pp 18-21
 Congressional Research Service. (2020, April 2). Free speech on college campuses: Considerations for Congress (LSB10438).
 Congressional Research Service. (2024, March 28). The first amendment: Categories of speech. (IF11072).
 Mead, J. (2020). Public employee speech rights: Survey of recent trends. *Review of Public Personnel Administration*, 40(3), 384-404.
- 9/9 The Legal Environment: Privacy & Free Association/Religion
 Llorens & Getha-Taylor pp 323-324 & Revisit Rosenbloom & Chanin pp 22-23, 29-30
- 9/16 Wrapping up & Public Service Model Case Presentations
- 9/23 Public Service Model Case Presentations
- 9/30 **MIDTERM EXAM**
- 10/7 Recruitment & Selection
 Llorens & Getha-Taylor Chapter 6
- 10/14 Recruitment & Selection: Discrimination Laws & Key Cases
 Llorens & Getha-Taylor Chapter 8
- 10/21 Position Management: Classification, & Compensation Pricing
 Llorens & Getha-Taylor pages 109-117 & 152-173
- 10/28 Performance Management: Employee Engagement (motivation) & Appraisal
 Llorens & Getha-Taylor Chapter 11
 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), only 179-186
- 11/4 Performance Management: Employee Engagement & Emotional Intelligence
 Llorens & Getha-Taylor pages 218-226
 Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 76(6), 82-91.
 Also <https://hbr.org/2015/06/quiz-yourself-do-you-lead-with-emotional-intelligence>
<https://www.psychologytoday.com/us/tests/personality/emotional-intelligence-test>
- 11/11 Human Resource Management Issues **RESEARCH REPORTS**
 Llorens & Getha-Taylor Chapter 15
- 11/18 Human Resource Management Issues **RESEARCH REPORTS**
- 12/9 **FINAL EXAM**

UGA WELL-BEING RESOURCES

UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu
- Accessibility and Testing: accessibility.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.