

PPD 649

Syllabus – Spring 2004

Instructor: Dr. LaVonna Lewis

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Contact Hours: By appointment

Course Description: Concepts of man and of work; workforce; government personnel systems, including merit concepts, classification, and compensation; collective bargaining; organizational justice; training and development.

Course Learning Objectives: At the end of the course, students will have 1) an understanding of public personnel management concepts, practices, and legal constraints; 2) an awareness of values that underpin merit system principles; 3) the ability to evaluate technical personnel practices and resources; and 4) an appreciation of emerging trends and practices that will affect the way organizations manage their human resources in the future.

Required Texts:

W. David Patton, Stephanie L. Witt, Nicholas P. Lovrich, and Patricia J. Frederickson, Human Resource Management: The Public Perspective, Boston: Houghton Mifflin Company, 2001.

H. John Bernardin, and Joyce E. A. Russell, Human Resource Management an Experiential Approach, 2nd ed., Boston: Irwin McGraw-Hill, 1998

Electronic Reserves (articles, cases, etc.)

Course Outline

Week 1 (1/15): History and Legal Aspects of Public Human Resource Management

- **Text Readings:** [Patton et al., Chapters 2 and 3]

Week 2 (1/22): Human Resource Management in a Changing Work Environment

- **Text Readings:** [Patton et al., Chapter 1] [Bernardin and Russell, Chapter 2]
- **Case:** *Affirmative Managing Helen*

Week 3 (1/29): Job Analysis

- **Text Readings:** [Patton et al., Chapter 7] [Bernardin and Russell, Chapter 4]
- **Assignment:** [Bernardin and Russell, Exercise 4.3]

Week 4 (2/5): Human Resources Planning

- **Text Readings:** [Patton et al., Chapter 6]
- **Assignment:** Bernardin and Russell, Exercise 2.1

Week 5 (2/12): Recruiting and Selection

- **Text Readings:** [Patton et al., Chapter 8] [Bernardin and Russell, Chapter 6]
- **Assignment:** Bernardin and Russell, Exercise 6.2

Week 6 (2/19): Compensation

- **Text Readings:** [Patton et al., Chapter 9 and 10] [Bernardin and Russell, Chapter 10]
- **Assignment:** Bernardin and Russell, Exercise 10.1

Week 7 (2/26): Pay for Performance

- **Text Readings:** [Patton et al., Chapter 10] [Bernardin and Russell, Chapter 11]
- **Assignment:** Bernardin and Russell, Exercise 11.1

Week 8 (3/4): Performance Management

- **Text Readings:** [Patton et al., Chapter 11] [Bernardin and Russell, Chapter 9]
- **Assignment:** Bernardin and Russell, Exercise 9.2

Week 9 (3/11): Human Resources Training and Development

- **Text Readings:** [Patton et al., Chapter 12] [Bernardin and Russell, Chapter 7]
- **Assignment:** Bernardin and Russell, Exercise 7.2

March 18, 2004: SPRING BREAK

Week 10 (3/25): Labor-Management Relations in the Public Sector

- **Text Readings:** [Patton et al., Chapter 5]
- **Assignment:** *City of Barnswallow Collective Bargaining Case*

Week 11 (4/1): Collective Bargaining

- **Text Readings:** [Bernardin and Russell, Chapter 13]

Week 12 (4/8): Discipline

- **Text Readings:** [Patton et al., Chapter 12]
- **Assignment:** *The Case of the Impaired Snowplow Operator*

Week 13 (4/15): Employee Health and Safety

- **Text Readings:** Bernardin and Russell, Chapter 14]
- **Assignment:** Bernardin and Russell, Exercise 14.4

Week 14 (4/22): Career Development and the Future

- **Text Readings:** [Patton et al., Chapter 15] [Bernardin and Russell, Chapter 8]
- **Assignment:** Bernardin and Russell, Exercise 8.2

Course Requirements:

Experiential Exercise Assignment and Self-Reflections:

Experiential exercises will play a key role in focusing the cyber-discussion as well as to integrate the concepts presented in the readings. The completed experiential exercises will account for 20 percent of the final grade

Case Analyses:

Two cases have been assigned and must be submitted for grading. These cases will account for 40 percent of the final grade.

Cases are in-depth discussions of real-life situations that have been faced by business executives. They cut across a range of organizations and situations and provide exposure not unlike that faced by a manager on a day-to-day basis. The most important benefit of incorporating the case study into the curriculum is to help managers identify the right questions to ask in both straightforward and ambiguous situations. The intellectual efforts are insight, analysis, assessment, and defending one's viewpoint. Cases allow the student to explore and appreciate the political, economic, and other challenges of being a manager without the inherent risk or expense of a wrong decision.

Below is a brief description of the purpose of a case and how to prepare for the case study, including the written deliverables for each case (underlined).

Learning results from rigorous discussion and controversy. Each member of the class, including the instructor, assumes a responsibility for preparing the case and for contributing ideas to the case discussion. Here are some suggestions on how to proceed with the case preparation. *Imagine yourself as the key manager involved with the case or as a consultant to this person.*

Read the case quickly. Later, read the case carefully, highlighting key facts. Ask yourself what are the basic problems the manager has to resolve. *What's wrong?* Develop alternative solutions to the problems identified. Identify the pro's and con's of each alternative solution. Select the best alternative solution and specify how you would implement that solution. What would you do? Identify possible issues and barriers that might impede implementation of your solution. Develop action plans and strategies to help overcome barriers to a successful implementation of your preferred solution. *Outline a plan of action.* Be prepared to present the results of

your analysis and defend your position. Also, be prepared to answer the questions posed at the end of the case.

Participation in Cyber-Discussion Groups

Cyber-class discussion will focus on key topics and issues assigned by the instructor. Performance in the cyber-class discussion group will account for 10 percent of the final grade. Grade will be based on the frequency of participation and the relevance of the participation to the topic.

Term Project

Each student will develop a 15-20 page policy paper around a human resource issue or problem. While this paper should include reference to relevant literature, it is not to be a literature review paper alone. It is to focus on a concrete and specific problem, and address how that problem might realistically be addressed. You are to write your paper from the point of view of an actor for whom the issue is relevant. The paper is used to help you learn and practice the kind of professional and action oriented writing that is done in this field.

The paper is to diagnose the problem; discuss the potentially relevant set of players given the definition of the problem; outline potential solutions; and finally, defend what you believe to be the best solution. You are required to turn in both an initial draft and final version of this policy issue paper. A draft of your policy issue paper is due on Thursday, April 1 and the final paper is due on Thursday, May 6. The draft accounts for **10%** of your grade and the final paper is **20%** of your grade.

Course Requirements and Final Grade Determination

Experiential Exercises	20%
Case Analyses (2)	40%
Cyber-Discussion	10%
Final Paper	30%
Draft Copy	10%
Final Copy	20%