



Sol Price School
of Public Policy

**PPD 685: HUMAN RESOURCES MANAGEMENT IN PUBLIC &
NONPROFIT SECTORS (2.0 Units)**

Fall 2019 (Section 51232R)

6:00 PM – 7:50 PM / Wednesdays / VKC 210

Course Syllabus

Instructor: Fred Owusu

Email: fowusu@usc.edu

Office Hours: By appointment

Class Overview & Student Learning Outcomes

Effective human resources management is essential to the successful execution of public policy and public administration. This course will provide context and training for the practice of human resources management across a spectrum of governmental and non-profit organizations, with a focus local government operations and leadership. Policy areas covered will include, but not be limited to, equity and fairness, job analysis and position classification, compensation, budgeting, recruitment and selection, retention and enrichment, performance and talent evaluation and management, progressive discipline, labor relations, and safety and wellness. Students will also explore and discuss dynamics of organizational development and engagement, employment demographic shifts, and diversity in general. Class lectures will be punctuated with special guest speakers and opportunities for engagement in real world-based exercises.

The central thesis of this class is that effective human resources management is elemental to effective management. The ability to mobilize and manage employee assets within the context of legal, structural and political frameworks will best determine an organization's successful mission. To this end, students will learn to:

- Understand the role of organizational leadership in strategic human resources management;
- Appreciate the intergovernmental and legal framework that human resources management revolves around;
- Balance empathy for client departments/organizations with empathy for employees and labor, all within the context of protecting the public trust;
- Effectively listen, communicate and negotiate; and
- Develop skills and experiences in effectively enriching and engaging employees and coworkers and colleagues.

Student Requirements and Readings

Students shall be required to be prepared, in advance, for classroom discussions and exercises. Students shall be required to read required materials, understand them, and apply concepts to their work product. Students are responsible for advising me of problems or difficulties in digesting and applying such concepts. At its core, this class is about people and the complexity

associated with them as they pursue an organization's goals and objectives. Appreciating the diversity in people, organizations, cultures and expectations, certainly there is room for many answers and responses. Thus, asking questions, seeking feedback and anticipating situations related to class materials are all reflective students' mastery of the course's learning objectives.

Students shall be responsible for reading the following materials, consistent with the class schedule below. Additional reading materials will be distributed in class throughout term.

- Texts & Readings
 - Gary Dessler, *Human Resources Management*, 13th edition, Pearson Education, Inc., New York NY, 2010
 - Anthony Tjan, *Good People: The Only Leadership Decision That Really Matters*, Penguin Random House LLC, 2017
 - Numerous articles provided by instructor

Instructor's Commitment

As the course instructor, I am responsible for facilitating a rigorous, interesting, and engaging classroom environment; for providing the class with ample opportunities to engage both me and one another, as well as occasional guest speakers; for ensuring that I am accessible to any student that needs additional information and context regarding course materials; and for ensuring challenging and thoughtful course material as well as an objective evaluation system.

Our class environment will be split between (hopefully) short lectures and introductions of material, small and large group discussions, and team presentations. Learning, professionalism and mutual respect will be the hallmarks of our work together.

Class Schedule

- Week 1 August 28th Class Introductions & Overview
Introduction to Public/Nonprofit HR Management

CLASS READING:
Desller, Part One, Section 1 – Introduction to
Human Resources Management

IN-CLASS EXERCISE #1 – “Leadership Styles &
Dimensions”
- Week 2 September 4th HR Legal Framework & Equal Employment
Opportunity

CLASS READING:

Dessler, Part One, Section 2 – Equal Opportunity and the Law

IN-CLASS EXERCISE #2 – “What’s the point?”

- Week 3 September 11th

Challenges in Managing a Diverse Workforce

CLASS READING:

Desller, Part One, Section 2 – Equal Opportunity and the Law (Continued from Week 2)

Tjan, Chapter 1 & 2– Introducing Goodness & Good People

<https://www.mckinsey.com/business-functions/organization/our-insights/delivering-through-diversity>

<https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2017/diversity-and-inclusion-at-the-workplace.html>

IN-CLASS EXERCISE #2 – “Business Case for Diversity?” (*Prior to class students should be prepared to discuss their findings through a 3 page short essay on why business/ government should or shouldn’t care about Diversity in their employee population*).

- Week 4 September 18th

Labor Relations & Collective Bargaining

CLASS READING:

Desller, Part Five, Section 15 – Ethics & Employee Rights and Discipline

WRITTEN ASSIGNMENT #2 DUE: “Guiding Performance Improvement”

Guest Speaker: PB/NBC Universal

- Week 5 September 25th

CLASS READING

Desller, Part Two, Section 4 – Job Analysis & Talent Management

Tjan, Chapter 4 – The Human Factor: Compassion

- Week 6 October 2nd

Recruitment, Placement & Talent Strategy

CLASS READING:

Desller, Part Two, Section 7 – Interviewing Candidates

<https://www.shrm.org/academicinitiatives/universities/TeachingResources/Documents/Recruitment%20and%20Selection%20IM.pdf>

WRITTEN ASSIGNMENT #1 DUE: “Leading with Heart”

- Week 7 October 9th

Training & Development

CLASS READING:

Desller, Part Three, Section 9 – Performance Management & Appraisal

Desller, Part Three, Section 12 – Pay for performance & financial incentives

Guest Speaker: BT/Multnomah

- Week 8 October 16th

Employee Relations

CLASS READING:

Desller, Part Five, Section 14 – Ethics & Employee Rights and Discipline

IN-CLASS EXERCISE #3 – Performance Reviews

- Week 9 October 23rd

Human Resources Management & Strategy

CLASS READING:

Desller, Part One, Section 3 – Human Resources Management Strategy & Analysis

WRITTEN ASSIGNMENT #2 DUE: “Guiding Performance Improvement”

- Week 10 October 30th Midterm Exam Due
- Week 11 November 6th Managing Global Human Resources

CLASS READING:
Desller, Part Five, Section 17 – Employee Safety & Health

Tjan, Chapter 4 – The Human Factor: Compassion
- Week 12 November 13th IN-CLASS TEAM EXERCISE: “Signing the MOU”

Guest Speaker: AW/SEIU
- Week 13 November 20th Strategic Human Resources Management

Tjan, Chapter 12& 13 – Becoming a better judge of People/ Wrapping it Up: It’s all up to You
- Week 14 November 27th NO CLASS – THANKSGIVING BREAK
- Week 15 December 4th Strategic Human Resources Management

Tjan, Chapter 12& 13 – Becoming a better judge of People/ Wrapping it Up: It’s all up to You
- Week 16 December 11th FINAL EXAM

Performance Evaluation

Students’ grades will be based on the following structure:

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|---|------------|
| • In-Class Exercise #1 (August 28 th) | 5% |
| • In-Class Exercise #2 (September 4 th) | 5% |
| • Written Assignment #1 (September 11 th) | 10% |
| • In-Class Exercise #3 (October 16 th) | 5% |
| • Written Assignment #2 (October 23 rd) | 10% |
| • Take-Home Mid-Term Due (October 30 th) | 15% |
| • In-Class Team Exercise (November 13 th) | 15% |
| • In-Class Final Exam (December 5 th) | 20% |
| • Weekly Class Participation | <u>15%</u> |
| | 100% |

In-Class Exercise #1 (5%) is a self-assessment and presentation designed to profile dimensions of leadership.

In-Class Exercise #2 (5%) is a case study regarding organizational dynamics and the role of diversity, emotional intelligence and legal protections.

Written Assignment #1 (10%) is short memo (no more than four pages) outlining your leadership and management philosophy through the prism of human resources.

In-Class Exercise #3 (5%) is a one-on-one role play relating to employee performance evaluations.

Written Assignment #2 (10%) is a short memo (no more than four pages) outlining a performance improvement plan (PIP) for an underperforming employee, based on set of case facts.

The Take-Home Mid-Term (15%) is an open-reference test focused on the subjects covered in the first half of our class. The Mid-Term test will be posted on Blackboard on October 25th and due to me (email or hardcopy) no later than the start of class on October 30th.

The In-Class Team Exercise (15%) is a role play negotiation of a Memorandum of Understanding (MOU) between labor and management. Teams will be selected early in the semester and objective facts and financial information will be provided, as well as confidential information relating to the respective teams. The goal is to organize your team, research and cost-out the various requests, develop a negotiating strategy, and define a successful outcome – all before the session on November 13th. Negotiations will be monitored/proctored by human resource management professionals (the team shares the grade equally).

The In-Class Final Exam (20%) is a closed-reference summation of the semester's materials, concepts and discussions.

Weekly Class Participation (15%) is important to your grade, as it further reflects your preparedness and mastery of the material covered as well as you desire to learn from your classmates.

Additional Considerations

- Grading Policy

<u>Grade</u>	<u>Range</u>
A	94.0% or higher
A-	90.0%-93.99%
B+	87.0%-89.99%
B	84.0%-86.99%
B-	80.0%-83.99%

C+	77.0%-79.99%
C	74.0%-76.99%
C-	70.0%-73.99%
D	60.0%-69.99%
F	59.9% or lower

- Academic Integrity & Plagiarism

- The University maintains a strict policy on academic integrity, which will be upheld in this course. Students should familiarize themselves the University's recommended sanctions. Information regarding the University's policy may be located at:

http://www.usc.edu/dept/ARR/curriculum/curriculum_handbook/index.html

- Academic Accommodations

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP, and must be submitted to me as soon as possible. DSP is located in STU 301 and is open between 8:30 AM – 5 PM, M-F.

- Standards for Written Materials

All written work shall be double-spaced, twelve-point Roman or Arial font, with no more than 1-inch margins – inclusive of charts, graphs and/or tables. Failure to adhere to this standard will impact your paper's grade. All written assignments must be submitted as hardcopy or email received by me, on the due date.

- Late and/or Missing Assignments

Late written assignments will be graded down 10% for every week they are late. All written assignments must be submitted. A passing grade will not be provided to any student who has not submitted all written assignments.

You must be present to receive credit for In-Class Exercises. If you have an excused absence on the day of an In-Class Exercise, you may be eligible for partial on a to-be-determined basis.

- Class Participation

Class participation is a great gauge of your preparedness and interest. Being present is important. Unexcused absences result in a "0" for that class's participation (out of a possible "10"); excused absences yield partial credit. Attendance and participation will help you maximize your grade.

In-Class Exercises demand your enthusiastic participation. Failure by a student to engage in these activities will result in a lower grade for participation, regardless of your attendance.

- **Extra Credit**

Extra Credit opportunities may arise periodically including pop quizzes, in-class competitions and field studies. I may allow other opportunities for extra credit as the semester wears on.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421

studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776 dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.