

SAN DIEGO STATE UNIVERSITY
College of Professional Studies and Fine Arts
PUBLIC PERSONNEL ADMINISTRATION – PA 330

COURSE SYLLABUS – SPRING 2009

Mondays 7:00 p.m. - 9:40 p.m.

PSFA Room 350

See individual class dates in Schedule on Pages 8 & 9 of this Syllabus

INSTRUCTOR

Frederick Labib-Wood, MPH, *Director of Classified Personnel*

San Dieguito Union High School District, 710 Encinitas Blvd., Encinitas, CA 92024

Cell: (760) 815-2098 Office: (760) 753-6491 Ex 5543 flabibwo@mai.sdsu.edu

REQUIRED COURSE MATERIALS

1. Evan A. Berman, James S. Bowman, Johathan P. West, Montgomery Van Wart, *Human Resources Management in Public Service, 2nd edition*. (2006). Sage Publications, Inc. Thousand Oaks, CA. ISBN: 1-4129-0421-8

COURSE DESCRIPTION

Analysis of personnel problems. Supervision and management of public employees and public organizations in an age of change.

Human Resource Management (HRM) has become more complex, technical, and legal. The profession has grown to be critically essential for the successful delivery of public services and for the success of the leaders of public agencies. The achievement of the goals and objectives of a department or an agency depends upon adequately trained and motivated staff.

Additionally, employees have increased options and recourse if they disagree with a personnel decision. The expected open and public nature of public organizations creates a dynamic environment. Additional stress is added when an organization is constantly seeking alternate methods for delivering services. Human resource management is at the center of these issues.

The raised expectations of the employer and the employee, and the increasing diversity in the workplace, add further burdens, challenges, and opportunities for supervisors and managers. The need to understand and be able to use effectively the technical methods and the leadership and motivational techniques available today is critical to the success of public administration.

This course will acquaint students with the principles and techniques associated with the field of public Human Resource Management (HRM). Participants in the course will be exposed to

material that will broaden their understanding and tolerance of the forces at play in an ever-changing environment of human resource management. Additionally, the course will involve participation, discussions, and group activities and decision-making.

At the end of the course, the successful student will be better able to:

1. Identify the various human resources functions.
2. Complete a rudimentary job analysis process.
3. Identify key legal constraints and concerns, and responsive techniques, for HR professionals in the public sector.
4. Identify and describe methods of selecting employees.
5. Identify and describe key issues in the appraisal, motivation and compensation of employees and complete a total compensation analysis.
7. Identify and describe key elements to a successful discipline process.
8. Identify and describe common dynamics in management/labor relations.

EXAMINATIONS, PAPERS, PRESENTATIONS, AND GRADING

Students will be graded on a combination of tests, exercises, presentations, participation, and preparation. Examinations will include material reviewed and discussed in class (lecture), handouts, and reading assignments. Course grading will be based on the following:

1. Quizzes 3 to 5 (6 to 10 pts ea)	(30 points)	throughout the course
2. Class Participation	(25 points)	throughout the course
3. President’s Cabinet	(15 points)	February 9
4. The Paradox Problem	(15 points)	February 16
5. Selection Assessment Matrix Report	(15 points)	March 2
6. Total Compensation Project	(25 points)	March 23
7. Personnel Commission Report	(30 points)	May 4
8. Final	(50 points)	May 15

With a maximum of 200 points, final grade earned will be based on the following scale:

200 to 190 = A	179 to 174 = B+	159 to 154 = C+	139 to 134 = D+	<120 =
189 to 180 = A-	173 to 168 = B	153 to 148 = C	133 to 128 = D	F
	167 to 160 = B-	147 to 140 = C-	127 to 120 = D-	

DESCRIPTION OF ASSIGNMENTS

Personnel Commission Report.....*due session #14, May 4, 2009.*
 This *individual project* requires students to attend a public meeting conducted by a personnel commission in San Diego county. The assignment includes researching the concept of merit employment in public service, interviewing an appointed or elected official or administrator, and writing your own paper on the experience that incorporates the research component. A separate handout provides key details you will need to know to successfully complete the report.

The Cabinet Project..... *due session #3, February 9, 2009*

This *team assignment* considers the value and process of political patronage in assembling a strong and effective executive team. A separate handout provides key details you will need.

The Paradox Problem..... *due session #4, February 16, 2009*

This *individual assignment* considers aspects of legal rights and responsibilities in public employment. Based on your experience, give an example of *either* the “paradox of freedom” *or* the “paradox of need” as discussed in Chapter 2 of the text. If you believe that your experience does not include any example, then interview friends or family members until you find someone who does have such an experience and use that information as the basis for your report.

Selection Assessment Matrix Report..... *due session #6, March 2, 2009*

This *team project* requires students to become familiar with the many elements of recruitment and selection, focusing on techniques for assessing and ranking candidates. You will find directions for this assignment on page 115 of the text. Additional materials will be provided by the instructor.

Total Compensation Analysis and Report *due session #9, March 23, 2009.*

This *team project* requires the student (1) to become familiar with the many elements of public sector employee compensation in order to more effectively discuss pay and to utilize pay as a motivator in public service, and (2) to analyze her/his own current total compensation in order to understand the role of compensation elements in building a career. A separate handout provides key details you will need to know to successfully complete the project.

ADDITIONAL COURSE REQUIREMENTS AND DIRECTIONS

Actively participate in all classes.

Read all material as outlined in the syllabus as well as any handouts and be prepared to discuss the material in class.

Technology

Students are expected to be competent in using word-processing, spreadsheet, and presentation software in this course. Use of the Internet and e-mail may also be required. Use of computers during class lecture and discussion is permitted to facilitate note taking. Use of computers for non class-related activities such as reading email, watching media broadcasts, checking sports scores, etc., will result in loss of in-class computer use privilege.

Diversity

Learning to work with and value diversity is essential in every class. Students are also expected to exhibit an appreciation for multinational, generational, and gender diversity in the classroom, and develop management skills and judgment appropriate to such diversity in the workplace.

Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior include but are not limited to the following:

- ✓ Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- ✓ Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
- ✓ There are to be no offensive comments, language, or gestures.

Participation

Students are required to act respectfully toward other students and instructors throughout the course. Each student's unique contribution is essential to the success of the learning process. In effect absence from a single class session is the equivalent of missing nearly 8% of the course. Absence from two class session diminishes the participation level and may reduce by 5% the basis overall for the student's grade (e.g., "B+" becomes "B"; "B" becomes "B-"; "B-" becomes "C+"; etc.). Instructor's subjective evaluation of student participation includes the frequency and quality of individual contributions to class discussion, individual contributions to any group efforts, course attendance, and punctuality. Students who routinely demonstrate active, stimulating, and appropriate participation (without dominating the discussion) will score higher. Students often experience situations in the workplace that provide relevant and meaningful examples of concepts under consideration in the topics being presented; they are considered confidential to the classroom experience and should not be repeated or divulged outside the class.

Assignments and Due Dates

The assignments listed in this course outline will be followed. Any changes will be announced in the class and will be agreed upon both by students and instructor. Students should come prepared for each class. The reading assignments are part of the preparation and should be completed by the assigned class meeting date, in addition to any written work. Class activities may include unannounced quizzes based on the reading assigned for that class (typical quiz questions might cover the Key Terms and Class Discussion items at the end of the Chapter). A 25% grade penalty will be applied to late work. All assignments are due on campus at the start of the class on the established due date. For late work, the assignment of an "A" grade will be rare as timeliness is a requisite in defining excellence.

UNIVERSITY EXPECTATIONS

SDSU rules and regulations concerning undergraduate students can be found in the General Catalog. A pdf version of the 2008-2009 catalog can be found at: <http://coursecat.sdsu.edu/catalog/>
(NOTE: *The San Diego State University 2008-2009 General Catalog on the World-Wide Web cannot be considered the official publication for the University. Please refer to the printed General Catalog* printed General Catalog)

Disability Students with special needs (as specified in the Americans with Disabilities Act) should notify the instructor immediately so that special accommodations may be made. These will only be made for students who have registered such needs with the Division of Student Affairs.

Field Trips and Liability Coverage

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges, and its officers, employees, and agents against all claims, demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Students using their own vehicles to transport other students to such activities should have automobile insurance in effect at the time of travel.

Plagiarism

Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. The following is one of many websites that provide helpful information concerning plagiarism for both students and faculty: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>. Students may be suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related: (a) Cheating or **plagiarism** in connection with an academic program at campus. (b) Forgery, alteration or misuse of campus documents, records, or identification (see 2008-09 catalog page 453 under University Policies).

SOME REQUIREMENTS AND SUGGESTIONS FOR WRITTEN ASSIGNMENTS

Both oral and written communication is required of every student in the classroom. Writing is one of the most important skills that professionals need to communicate effectively in the workplace. Creative and critical writing is even more significant because people need to identify what they think and believe. In writing your reports, whether for solo assignments, or based on group discussions, research, and work as a team, the following serve as guidelines:

Descriptive Writing (when done well is solid "C" Level Work)

Good writing requires researching your topic to discover what others have said or written, relevant to your subject. To put your ideas in perspective, it is important to reflect on what is already known about the subject. Learners need to **identify** specific ideas presented by other authors, and to give **credit** clearly to those individuals when describing what they have written. Authors need to be referenced both in the text of your writing, and at the end of your report, as well as in your presentation.

Beyond quoting an author's ideas, learners also need to **describe** these ideas **in their own words**, and to explain them in **clearer and more relevant terms**, especially as they apply to a particular situation or experience.

Analytical Writing (when done well is typical of "B" Level Work)

Beyond describing the ideas of others is the need to analyze what has been presented and written. Learners need to **break down** ideas into specific components, **compare** one point to another, and **distinguish** these ideas from those of other authors. Analysis can include **identifying** the advantages and disadvantages of particular ideas, **classifying** ideas according to

some framework or system, **ordering** ideas in some sense of importance and value, **assessing** the evidence for these ideas, and **drawing specific conclusions** relative to these ideas.

In this analysis process, it is beneficial to use **anecdotes, examples, illustrations, personal experiences, and stories** in presenting your ideas. You also need to be able to tell your readers something they don't already know or can't learn from reading other authors' writings.

Evaluative Writing (when done well can be "A" Level Work)

Critical writing requires that the learner make judgments about what s/he has researched and reflected upon. **Judging** involves presenting your **opinion, supporting your argument** (often with data and facts), and **identifying your reasons** for your judgment. In evaluating ideas, you need to **measure their influence and impact**, check their **validity**, and verify their **effectiveness**.

Your conclusion needs to be good enough to change people's minds, to convince them to make your ideas their own belief, to lead them to sharing their thought with others.

- **Reference/citation style will conform to APA or MLA standards (student's preference).** The standard is evolving as it pertains to citations of internet items. FURTHER CAUTION: not everything on the Internet is research worthy. Your attention is directed to the following website <http://www.elms.edu/departments/library/Websiteevaluation/webref.htm> for useful links to guidelines on effective evaluation of Internet sites for research purposes. Based on the criteria you find there, provide a brief justification why information you select from the Internet is research worthy. Refer to your style manual (for example the *Little-Brown Handbook for Writers*) if you are uncertain of style, punctuation, grammar, word usage, references, etc.

OTHER USEFUL INFORMATION FOR THIS COURSE

The following websites provide other useful information for improving your writing skills:
MLA and APA Style Electronic Formats and documentation guidelines: <http://owl.english.purdue.edu/>
Little, Brown Compact Handbook: http://wps.ablongman.com/long_aaron_lbch_5/
The Elements of Style, William Strunk: <http://www.bartleby.com/141/index.html>
Common proofreading symbols: <http://webster.commnet.edu/writing/symbols.htm>
Glendale Community College - Weblinks for writers: <http://www.gc.maricopa.edu/English/writing.html>
Guide to Grammar and Writing: <http://grammar.ccc.commnet.edu/grammar>
The Paradigm Online Writing Assistant; <http://www.powa.org/>
Pitfalls of Internet Reference: <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

NOTE: Wikipedia explicitly is not an acceptable reference citation for this course. It can be a great site for generating ideas, and many entries contain citations which if you read them yourself can then become your citations. Other on-line sources may also be insufficient (See "Pitfalls of Internet References" above, and other similar sites). Therefore, in this class, written work that you submit for a grade and which includes on-line references, must be accompanied by a separate justification for the site referenced based on the guidelines contained at the UC Berkeley website.

Professional Journals:

Personnel Journal
Training & Development
Human Resource Planning

Personnel Management
People Management
Supervision *Workforce*

Compensation and Benefits Review
SAM Advanced Management Journal
HR Magazine

Professional Associations:

Society for Human Resource Management <http://www.shrm.org>

International Personnel Management Association <http://www.ipma-hr.org>

Some of the many HR Web Sites:

American Compensation Association (now called World at Work) -- A not for profit association of 23,000 HR practitioners who design and manage employee compensation and benefit programs. <http://www.worldatwork.org/>

American Society of Employers -- Salary survey information - <http://www.aseonline.org/index.cfm>

Salary Surveys and Links -- <http://jobsmart.org/tools/salary/sal-prof.cfm>

The Riley Guide -- What Am I worth? -- <http://www.rileyguide.com>

www.benefitnews.com (employee benefit news online)

A guide to HRM resources on the Internet -- <http://www.ualberta.ca/~slis/guides/humanres/homepage.htm>

www.hrvillage.com -- Internet portal for HR professionals and businesses seeking HR information and support

ABOUT THE INSTRUCTOR : FREDERICK LABIB-WOOD, MPH

Mr. Labib-Wood has served as Director of Classified Personnel for the Personnel Commission of the San Dieguito Union High School District since 1993. He is responsible for administering the human resource program for non-credentialed management and operational positions and employees of the organization and for serving as executive secretary to the District's Personnel Commission. Mr. Labib-Wood has over 35 years of active practice in the field of human resource management for Federal, state, county, and local jurisdictions. He received a Master's in Public Health, Health Care Administration, from the University of Hawaii (Manoa Campus) in 1984, a Bachelor of Arts from Austin College in 1968, and the *Diplôme d'études de langue et de civilisation françaises* granted by the Sorbonne, University of Paris, France, in 1967. A 1964 graduate of Texas public schools, Mr. Labib-Wood taught high school French for two years following his undergraduate studies. His previous administrative experience includes managing the classification and compensation programs for the 10,000 employees of Riverside County, California (1988-1993), coordinating the State and county public employers' legislative program for the executive branch of the Hawaii state government (1980-1986) including lobbying for management legislation, and coordinating preparation of the State Personnel Department's biennial budget request to the Hawaii State Legislature. He has also been production manager of an offset printing plant, conducted performing choral groups, functioned as assistant music director for a 13-part television series produced in Hawaii for international distribution, and worked as managing editor of the Austin College student newspaper. He recently completed four years of service on the Board of Directors of the California School Personnel Commissioners Association (CSPCA), has developed classes for that Association's Merit System Academy, and is on the planning committee and instructional staff of the Classified Employees Development Academy (CEDA), established jointly by the San Diego County Office of Education, the California Association of School Business Officials (CASBO), the Association of California School Administrators (ACSA), and the California School Employees Association (CSEA). In 2006 he retired from the United States Coast Guard Reserve after nearly 29 years of active and active reserve service. Mr. Labib-Wood lives in North San Diego County with his wife, a graduate of SDSU and NU. Their son is a public school teacher in Santa Barbara County; their daughter is pursuing her graduate studies in California.

COURSE SCHEDULE, READINGS, ASSIGNMENT DUE DATES

Session 1 – Monday, January 26, 2009

Introduction to the course and overview of public agency human resource management.

Instructor's and students' backgrounds and expectations.

Course material, grading, tests, and other assignments, etc.

Public Service Heritage Berman, Bowman, West, & Van Wart, Chapter 1

Doing the Right Thing Berman, Bowman, West, & Van Wart, Chapter 2

Session 2 – Monday, February 2, 2009 *planned date of commission visit due*

✓ Political Patronage: Alive & Well – Is it really all that bad?

Session 3 – Monday, February 9, 2009 *cabinet assignment due*

✓ Finding the right candidates to pick from

Recruitment Berman, Bowman, West, & Van Wart, Chapter 3

Session 4 – Monday, February 16, 2009 *paradox assignment due*

✓ Picking the right person for the job

Selection Berman, Bowman, West, & Van Wart, Chapter 4

Session 5 – Monday, February 23, 2009

✓ Organizing and aligning work

Position Management Berman, Bowman, West, & Van Wart, Chapter 5

Session 6 – Monday, March 2, 2009 *matrix assignment due*

✓ Pay, benefits, and stuff

Compensation Berman, Bowman, West, & Van Wart, Chapter 6

Session 7 – Monday, March 9, 2009

✓ Agency governance

Workplace Policies Berman, Bowman, West, & Van Wart, Chapter 7

Session 8 – Monday, March 16, 2009

✓ Helping Employees Cope with Change

Training & Development Berman, Bowman, West, & Van Wart, Chapter 8

Session 9 – Monday, March 23, 2009 *total compensation project due*

SPRING BREAK : March 30 – April 3, 2009

Session 10 – Monday, April 6, 2009

✓ Appraising and Documenting Performance

Employee Appraisal.....Berman, Bowman, West, & Van Wart, Chapter 9

Session 11 – Monday, April 13, 2009

Session 12 – Monday, April 20, 2009

✓ Labor Relations & Collective Bargaining in the Public Sector

Unions & Government.....Berman, Bowman, West & Van Wart, Chapter 10

Session 13 – Monday, April 27, 2009

Session 14 – Monday, May 4, 2009 *personnel commission report due*

✓ HRM & the challenges ahead

HRM & ProductivityBerman, Bowman, West, & Van Wart, Chapter 11

Session 15 – Monday, May 11, 2009

Session 16 – Monday, May 18, 2009..... *final exam*