



Course Title: Human Resources Management PA 3333-001

Quarter: Spring 2013

Meetings: Monday and Wednesday: 11:30 a.m.-12:45 p.m.

Class Location: JSOM 2.107

Instructor: Galia Cohen, PhD Candidate

Office location: GR 2.512

Office Hours: Wednesdays 10:30 am -11:30 A.m. (*By Appointment Only*).

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Course Description

This is an introductory course to the study of public human resource management, emphasizing both theoretical and applied topics. The role of the human resource manager is changing from compliance monitoring to strategic planning. Human resource managers are further challenged in the current economic downturn with budget shortfalls, layoffs, hiring freezes, closures, mergers, and buy-outs. The course will thus examine the environment employees and employers operate in with special emphasis on the various paradoxes that surround the field of human resource management in the public sector. The class heavily draws on hands-on activities, case studies, and class discussions, all aimed at understanding the complexities that surround human resource management.

Course Objectives

- Introduction to the study of human resource management
- Understand the challenges involved in achieving a diverse workforce and how to manage it.
- Understand the legal environment under which human resource management operates.
- Understand the recruitment and selection process.
- Examine ways to motivate employees and compensate employees.
- Examine various job analysis and evaluation methods.
- Examine emerging trends and practices that will affect the way organizations manage their human resources in the future.
- Examine the various paradoxes that confront human resource professionals and employees.

Required Texts

Berman, M. E., Bowman, S. J., West, P. J., & Van Wart, R. M. (2012). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems* (4th ed.) Thousand Oaks, CA: Sage Publications Inc. ISBN: 978-1412991674 (Henceforth referred to as Berman)

Reeves. T. Zane. (2005). *Cases in Public Human Resource Management* (2nd ed.) Belmont, CA: Thomson-Wadsworth. ISBN: 9780534602406. (Henceforth referred to as TZR)

Grade Components

The grade for this course is based on the following components:

Class participation	5%
Case study presentation and a written report	10%
Group Term Paper	20%
Article Critique	10%
Newspaper Article Report	5%
Midterm examination	25%
Final examination	25%
	<i>Total: 100%</i>

Grading Scale

A+ 98-100	B+ 87 – 89	C+ 77 - 79	D+ 67 – 69	F Under 60
A 95 – 98	B 83—86	C 73—76	D 63—66	
A- 90--94	B- 80-82	C- 70--72	D- 60--62	

Description Of Grade Components:**1. Class Attendance and Participation (5%)*****Attendance:***

This course is designed to be participative and interactive. As such, class attendance is Mandatory (taken at every class), with regular and punctual attendance and active participation in class expected from all students. In addition to costing you participation points, excessive absenteeism will also lower your final grade in the course. Specifically, points will be deducted from your overall grade if you miss more than 5 classes (with each absence beyond 5 resulting in an additional penalty). Missing 15 or more classes may automatically result in a grade of “F” being assigned for the course.

In addition, arriving late to class or leaving early will also negatively impact your Class Attendance and Participation score.

If you cannot attend class for personal or work related reasons, make sure you inform me in advance and submit your assignments on time.

Participation:

Class participation enhances the learning experience and demonstrates to the instructor your interest in the course and the extent to which you comprehend the subject matter. In any class there is generally a continuum from those who continually participate in constructive ways to those who never say a word or who participate non-constructively. Prepare the assigned readings, exercises, and cases for each class so that you may contribute to class or group discussion.

Some other important ground rules for class behavior:

- **Laptops are not allowed during class.** In order to maintain an optimal learning environment in the classroom I do not allow the use of laptops or any other tablets during class. While this may be a bit uncomfortable, I learned that it is the only way to maximize your participation in class and avoid the disruption of your classmates’ learning experience. For your convenience, I will post the lecture notes for each week on e-learning. All you need to do is to read before class, and participate in class discussions.
- **The use of smart phones is completely forbidden during class.** I understand that sometimes you may encounter with issues that will require you to make an urgent call (or text). In such case, you may step out of the classroom to take care of that issue.
- **Any syllabus changes are announced in class.**

2. Case study presentations and a written report (10%)

You will present a case from the Reeves text in groups of two. Students will prepare a 15 minutes presentations using PowerPoint on a case that they choose (a list will be distributed in the first class). The presentation should include:

- a) Brief description of the background/history revolving around the case, the actors involved, and the environment surrounding the case (i.e., specific constraints and opportunities affecting the decision). 2 min.
- b) Your analysis and recommendations as the HR manager handling the case 8-10 min.
- c) 2-3 questions ready to present for **class discussion**. Each Presentation will be followed by a 5-minute session for questions and answers based on your prepared questions. 5 min.

You will be graded on content, clarity, presentation style, creativity, and the way you engage the class in the discussion.

- d) **A two-page report** responding to the questions asked at the end of each case.
 - **DO NOT DESCRIBE THE CASE** in your report, simply answer the questions.
 - Use formal writing to answer the questions, no conversation style writing. Be critical and analytical, these are real cases, research the case or the issue to support your answers.
 - The report should be double spaced with 1 inch margin and 12 point font (Times New Roman) no longer than 2 pages.

A note about working in groups

- When working in groups, students are expected to contribute fully to the production of competent and complete work. If problems arise with the contribution(s) of one or more group members, students should first try to resolve the issue within the group. Group members should involve the professor in instances of negligence when necessary.
- Everyone in the group **must** present
- Written Report- the final product should be reviewed carefully by **one person** and should be submitted in a coherent form.

3. Individual Assignment: Article Critique (10%)**Due 2/20/2013 by 11:30**

Use the library to find an academic article (peer reviewed only) on using money as a motivator for employees. Your article may cover either money as a motivator or money as a de-motivator. Write a 2-3 pages critique/analysis. A detailed outline for this assignment will be provided separately during class.

Remember! This is an **individual** assignment. The work you submit must be your own.

4. Individual Assignment: Newspaper Article Report (5%) Due 4/3/2013 by 11:30

Prepare and submit a one-page summary of a current article on a current newsworthy event on a specific company that is considered “World Class” (i.e., a great company to work for). Briefly list why they are a great company. Use the Internet (or actual newspapers) for research (be sure to include a citation of your sources). Be ready to discuss it in class.

- Submit both report and article

5. Group Term Paper (20%) Due 3/25/2013 by 11:30

Team Projects allow students to demonstrate the degree to which they can collaborate effectively on a team to produce a quality academic paper.

The purpose of the group term paper is to examine in greater depth a particular topic or problem within HRM in the public sector and to provide you with an opportunity to demonstrate your ability to express yourself in a clear and concise manner in writing. The paper should move beyond the material covered in class to explore and describe some facet of HRM (i.e. unionization, affirmative action, legal developments, ADA, FMLA/OFLA, staffing and selection, training and development, compensation and benefits, employee relations and performance management, HRM’s place in strategic planning, innovative practices, motivation etc.).

Basic Guidelines for Group Term Paper:

- Students will work in groups of 3 for the term paper.
- Teams must email me their choice subject and a short description (few sentences) explaining their choice by **February 11 2013 by 11:30am**. The description **must** include at least **one reference** of an article that you found helpful for researching your topic.
- The paper length (typed, double-spaced, 12 time) should be between eight (8) and ten (10) pages (**excluding** cover page, table of contents, index, addendums, bibliography, etc.). If necessary, ‘slippage’ will be allowed at the long end of the paper.
- The paper must have an introduction, body, conclusion, and reference list.
- Students are required to use at least five current academic journal references (i.e. 1990+).
- Full bibliographic information is required (I suggests using the Turabian style guide for bibliographic formatting).
- Your Outline/draw conclusions **must** be supported by research rather than on your general knowledge and common sense.
- Students will complete **a peer evaluation** for each member of their group and send them to me in a separate email.
- Although several students participate in the write-up, the final product should be reviewed carefully by **one person** and should be submitted in a coherent form.
- Please read carefully UTD’s policy on plagiarism. Your papers and assignments will

be checked through turnitin.com for plagiarism.

The paper will be graded on the following elements (a detailed grading rubric will be provided during class):

1. Development and presentation of the topic -- this criteria focuses on the degree to which the presentation and development of the chosen topic is substantial and well-supported. Given the length restrictions, it is strongly suggested that students focus on tightly defined topics and go into greater depth on those topics versus giving a broad-brush overview of a large number of related topics without developing or exploring any single topic.
2. Organization and writing -- this criteria focuses exclusively on the organization, structure and presentation of the paper. Assessment of grammar, syntax, sentence structure, typos and overall writing ability will be assessed.
3. Presentation of new, unique or personal ideas -- this criteria evaluates the degree to which the student demonstrates that they thought about the topic and the presentation of their assessment, opinion or critique of the topic. The instructor prefers that this presentation be made in the conclusion and that the student present their personal ideas regarding their topic: this could range from a critique of a particular management practice, a supportive discussion of a new or innovative practice, conjecture of a new way of approaching a topic or simply a brief discussion of what the student learned in the process of writing the paper.
4. Applying course materials- this criteria evaluates the degree to which your group correctly applies appropriate concepts from the class, including: lectures , textbook and other resources.
5. Research cited -- this criteria builds on the first criteria but assesses the overall level of research performed. Students are advised to avoid ‘loading’ their bibliographies but rather to show all sources researched whether or not they were actually used in the final draft of the paper (this will help the instructor evaluate the overall amount of research performed and from what sources irrespective of what sources end up being cited). **You must** cite your sources in the paper with in-text citations and a reference list at the end (Turabian style).
6. Peer Evaluations --The best people to assess your contribution to the team paper are your peers. Students will be required complete a peer evaluation form and email it to me separately with the submission of your paper (you will be provided with a template). **The evaluations are completely confidential**, I will provide general feedback to any poor performing members. This component may impact your individual grade on this paper.

➤ **A detailed guideline for the team paper will be provided in a separate document during class.**

General Instructions for Submitting Assignments: (Please read carefully)

- All Assignments should be typed and double-spaced with 1 inch margin and 12 point font (Times New Roman).
- Class assignments are submitted electronically **via e-learning**. In addition, you should also bring a hard copy to class.
- File names **must be** your name (last and first) followed by the course number (e.g., *Cohen Galia PA 4345*)
- Late submissions **will not** be accepted except under exceptional documented circumstances at the sole discretion of the instructor. 10% of assignment value is lost for each day overdue.
- Students who miss class are responsible for all announcements, class discussions, and changes made to the course outline during class meetings.

6. Midterm and Final Exams (25% each, 50% total)**Dates: 3/6, 3/5**

The exams are taken in class on 3/6 and 3/5, are 100% multiple choice and cover material from **both** the text and the in-class discussion. The first exam will cover materials in the first ‘half’ of class and the second exam will cover materials from the second ‘half’ of class and will not include material from the first ‘half.’ A review session will be conducted prior to the test.

****There will be no make-up exams ****

Class Schedule

Week 1	Jan 14 & Jan 16	Course Introduction & Overview Signing up for case presentation
Week 2	Jan 21 & Jan 23	**1/21 MLK DAY: NO CLASS** ----- <u>Introduction to HRM</u> Reading: Chapter 1 Exercise: Scanning the Contemporary Work Environment
Week 3	Jan 28 & Jan 30	<u>Recruitment</u> Reading: Chapter 3 Case: #1 Deer Valley Hires A New Coach (1/30) Exercise: Application Form; Legal/Illegal Questions
Week 4	Feb 4 & Feb 6	<u>Selection</u> Reading: Chapter 4 Case: #7 Hiring the Unqualified (2/4) Exercise: Evaluating the Recruitment Function
Week 5	Feb 11 & Feb 13	<u>Position Management</u> Reading: Chapter 5 Case: #18 Smoky Bear Is An Underfill (2/11) Exercise: Critical Incident ----- **2/11 DUE: Group Term Paper Abstract by 11:30am**
Week 6	Feb 18 & Feb 20	<u>Motivating Employees</u> Reading: Chapter 6 Case: #2 Tom Collins Doesn't Mix Well (2/18) Case: #21 Einie-Meenie-Miny-Mo (2/20) ----- **2/20 DUE: Article Critique by 11:30am**
Week 7	Feb 25 & Feb 27	<u>Legal Environment under which HR operates</u> Reading: Chapter 2 Case: #13 Sexual Harassment: Jailhouse Follies (2/25) Exercise: What is sexual harassment; Unlawful Discrimination **2/27 Bring Laptops to class**
Week 8	Mar 4 & Mar 6	3/4 Midterm Review Case: #29 Too Many Christmas Carols in the Winter Festival(3/4) 3/6 Midterm Exam
Week 9	Mar 11 & Mar 13	*** Spring Break: NO CLASSES ***
Week 10	Mar 18 & Mar 20	** ASPA Annual Conference: NO CLASSES **

Week 11	Mar 25 & Mar 27	<u>Compensating Employees</u> Reading: Chapter 7 Case: #4 Paying The Tuscan Police (3/25) Case: #27 The case of Cuddly Custodian (3/27) Exercise: Allocation Merit Raises ----- **3/25 DUE: Group Term Paper by 11:30am**
Week 12	Apr 1 & Apr 3	<u>Employee Friendly Policies</u> Reading: Chapter 8 Case: #5 Flexing to Avoid Overtime (4/1) Exercise: EFB Focus Groups ----- *4/3 DUE: Newspaper Article Report by 11:30am*
Week 13	Apr 8 & Apr 10	<u>Training and Development</u> Reading: Chapter 9 Case: #20: Fearless Freddy Fuego (4/8) Exercise: Design and Evaluation of Training Program
Week 14	Apr 15 & Apr 17	<u>Job Appraisal, Evaluation, and Assessment</u> Reading: Chapter 10 Case: #19: To Protect And To Serve Exercise: Performance Appraisal Exercise
Week 15	Apr 22 & Apr 24	<u>Labor-Management Relations in the Public Sector</u> Reading: Chapter 11-12 Case: #11 Holiday Time For Prison Guards (4/22) Case: #17 Political Shoot-Out in The Lone Start State (4/22) Exercise: Negotiation Exercise
Week 16	Apr 29 & May 1	Case: #30 The Unsinkable Molly Brown (4/29) Final Exam Review (5/1)
Week 17	May 3	Final Exam

The descriptions and timelines above are subject to change at the discretion of the instructor.

Helpful Tips for Writing Assignments:

- **Make it interesting to you:** keep your writing brief and structured and tell what you think you would be interested in hearing from others.
- **Make it professional:** spell-check and proofread all work you hand in. Check that assignments cover all the points mentioned in their assignment description. UTD's Student Success Center can help.
- **Make it easy to find:** label your products with your name, the homework number and date, and page numbers (if needed).
- **Make it easy to read:** type all text using word processing.
- **Make it easy to understand:** explain your logic. State your conclusions where appropriate. Do not leave the reader guessing.
- **Make it presentable:** be prepared to share your story with the class; plan your presentation so you give only key points, relating them to textbook concepts and classroom discussions.

The 3-E: Excellence, Engagement and Ethics (Howard Gardner)

Excellence: This is not a course for passive learners. Cutting corners, missed deadlines and sub-optimal work will not be tolerated. Excellence in preparation means arriving on time for each class and ready to engage with your "A" game. You are best prepared to maximize your own learning and to contribute to the learning of others when you come well-prepared and ready to play.

Engagement: The most provocative ideas and freshest insights are of little use if not shared with classmates. Everyone in the classroom is responsible for advancing group discussion forward in a productive fashion. Students undermine their own professional development, as well as that of their classmates, by remaining passive and forgoing opportunities to share their experiences and unique perspective with the class.

Ethics: Actively managing your reputation for fairness and honesty is one of your core responsibilities and a critical component of strengthening your professional development. It is important to emphasize that this instructor considers lying to be unethical and counter-productive for you, your negotiation counterpart(s) and the learning experience of all your classmates.

Additional Course Policies

Class Decorum. No cell phones on or text messaging; no notebook computers on

Make-up Exams. None

Extra Credit . None

Late Work . 10% of assignment value is lost for each day overdue

Class Attendance. Obligatory. Attendance will be taken every class.

Classroom Citizenship. Civility and politeness are appreciated

UTD Policy on Cheating

Policy on Cheating: Students are expected to be above reproach in all scholastic activities. Students who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the university. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22.

A very useful statement on plagiarism (with good definitions, etc.) is available at <http://www.rbs2.com/plag.htm>

Classroom Behavior

- All students are expected to conduct themselves in a manner that reflects the highest behavioral standards.
- Students are expected to arrive on time for class. Attendance will be taken every class.
- Electronic devices during the class meeting should be turned off.
- Classroom behavior that interferes with either (a) the instructor's ability to conduct class or (b) the ability of students to benefit from the instruction is unacceptable. Examples include routinely leaving the classroom early, using cellular phones, reading non-class related material, repeated talking in class without being recognized, talking while others are speaking, or arguing in any way that is perceived as "crossing the civility line." If the instructor feels that a behavior is disruptive, the student will be asked to leave the classroom for the day. If classroom behavior is determined to be inappropriate and cannot be resolved between the instructor and the student, the behavior may be referred for academic or disciplinary review.

ADDITIONAL UNIVERSITY DISCLAIMERS

<http://provost.utdallas.edu/syllabus-policies/>