

**PA 6345-501**  
**HUMAN RESOURCES MANAGEMENT**  
**Fall 2013**

**COURSE SYLLABUS**

Class Meetings:       Thursdays, 4:00 – 6:45 PM, FO 2.404  
Instructor:            Dr. Paul Battaglio  
Office Location:       GR 2.324  
Contact Information:   Tel. 972-883-5344 Email: battaglio@utdallas.edu  
Office Hours:          By appointment only

**COURSE DESCRIPTION AND OBJECTIVES**

The purpose of this course is to give the student a firm grounding in the historic, normative and practical development and application of the field of Public Human Resources Management. The class will consist of readings, class discussions and several exercises that will demonstrate personnel management techniques utilized in the public sector. This course is designed to assist students in understanding the significance of human resources management within the practice of public administration. The student should leave the course prepared for further study in the field and with an appreciation for the difficulties involved in effective human resources management.

Course Objectives:

- Learn the major issues in public human resource management.
- Understand the impact of civil service system reforms on public human resource management.
- Understand the impact of equal employment opportunity and representation on the public workforce (e.g., the impact of demographic changes, such as age, gender, and race) in the United States.
- Engage in discussions and exercises to develop a sense of how to apply the topics and ideas covered in the course.

**REQUIRED READING**

Required readings for this course are contained in the following books, which have been ordered at the bookstore:

Condrey, Stephen E. (editor). Handbook of Human Resource Management in Government. 3rd Edition (San Francisco: Jossey-Bass Publishers, 2010)

In addition, students will be required to review supplemental readings as directed by the instructor.

## **COURSE REQUIREMENTS**

**Class Participation.** Class meetings consist of the presentation of material by the instructor, plus discussion of pertinent issues and readings by course participants. Each student is expected to be a prepared and active seminar participant. Readings should be completed prior to their scheduled discussion in class, and students should come to class sessions prepared to contribute to an analysis of the topics and readings on the agenda.

Students are required to prepare and present a paper for one of the selected class readings. Readings for discussion are marked with an asterisk in this syllabus. A two to three page written summary of each student's argument must be given to the instructor and classmates immediately prior to oral presentations. The written summary and the oral presentation will be evaluated in terms of their thoroughness and accuracy regarding the reading. The presentation will count toward the student's course assessment for "Class Attendance and Participation." All students should be prepared to engage in informed and spirited discussion of the issues debated.

Additionally, case studies may be assigned to promote thinking about practical applications of course materials. The cases are narratives of actual or realistic problems that public managers face during decision-making processes. Students are expected to supply relevant analyses from the case information if assigned. Moreover, the in-class discussion of the assigned cases will draw on small group discussion to develop solutions to the problems posed in the cases. Expectations for the case study exercise will be covered in a handout (available on eLearning) and discussed in a later class. Active involvement of seminar members improves the quality of the course experience for those participating. Later sections of this syllabus identify the readings for each class meeting. Class attendance and participation are weighted at 10 percent of the total grade.

**Examinations.** There will be two examinations (in-class, short answer and essay) covering selected topics. The examinations are designed to test the student's ability to understand and critically evaluate the reading, lecture, and discussion materials covered during the semester. The examinations will be assigned in class and are due by the end of the class period. The first examination is October 10 and is weighted at approximately 45 percent of the total grade. The second examination is December 5 and is weighted at approximately 45 percent of the total grade.

**Research Paper.** Ph.D. students will be required to develop a high-quality research paper. The paper will be approximately 20 pages on a topic covered in the seminar or a relevant public human resource management issue. A two hundred word proposal on your topic, explaining why you have chosen this topic and how you plan to research the topic is due on September 19. The paper should be carefully written following very closely the requirements for style (Turabian Style) and guidelines in the research paper handout. Once your topic has been approved, you may begin your research. The research paper is due in class on December 5.

**Grading.\*** Grading for this course shall be structured as follows: 93-100=A, 90-92=A-, 87-

89=B+, 83-86=B, 80-82=B-, 77-79=C+, 70-77=C, Below 70=F. Final grades will be based on

- (1) Performance on the first examination..... 45%
- (2) Performance on the second examination.....45%
- (3) Class Attendance and Participation..... 10%

\*Ph.D. students – each exam counts 30%, the term paper counts for 30%, class attendance and participation counts for 10%.

**Attendance.** Attendance is expected as part of this course. If a student must miss class, he or she is responsible for ALL material presented in class. There will be material presented in the classroom that cannot be found in the textbooks or course readings. It is your responsibility to get notes from students after an absence. The professor will not provide class notes to students. The class PowerPoint presentations, case studies, and course syllabus are available through eLearning. Note: The course syllabus may be amended at any time by the professor. If necessary, the updated syllabus will be posted on eLearning and its changes discussed in class.

**Cell Phones and Web 2.0 Technology.** Many of you have other jobs and responsibilities. However, responsibilities have a way of intruding on the learning experience, especially in this era of Web 2.0 technology. My preference is that you not bring these devices to class at all. Obviously, that may not be possible, so at least make sure that they are turned off or are in “silent” or “vibrate” mode. If you really must answer a call, please leave the classroom immediately.

**Late or Missed Work and Exams.** Assignments are due at the start of the class session on their due date. Assignments may be submitted via email (attached file) or fax by prior arrangement with the instructor if the student will not be able to attend class. Make-up exams will not be given except under exceptional documented circumstances at the sole discretion of the instructor.

### **IMPORTANT CLASS NOTES**

**Student Conduct & Discipline.** The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, A to Z Guide, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university’s Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the

Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

**Academic Integrity.** The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

**Email Use.** The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

**Withdrawal from Class.** The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

**Student Grievance Procedures.** Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's Handbook of Operating Procedures.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called “the respondent”). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent’s School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean’s decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic

**Appeals Panel.** The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

**Incomplete Grade Policy.** As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester’s end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

**Disability Services.** The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22  
PO Box 830688  
Richardson, Texas 75083-0688  
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

**Religious Holy Days.** The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

**Off-Campus Instruction and Course Activities.** Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. ([http://www.utdallas.edu/Business Affairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm))

## TOPICS AND READINGS

### **August 29                    Class Introduction**

Reading Assignment:

Condrey – Preface, Introduction

Group Assignment – Examining local government diversity plans

### **September 5                Overview of Human Resource Management Practice**

Reading Assignment:

Condrey – Chapter 1

### **September 12            Managing Human Resources in an Era of Public Service Reform**

Reading Assignment:

Condrey – Chapters 3, 4, 12

\*Condrey, S. E., & Battaglio, Jr., R. P. (2007). A Return to Spoils? Revisiting Radical Civil Service Reform in the United States. *Public Administration Review* 67(3): 424-36.

\*Hays, S. W., & Sowa, J. E. (2006). A Broader Look at the “Accountability” Movement: Grim Realities. *Review of Public Personnel Administration* 26(2): 102-17.

### **September 19            Managing a Diverse Workplace**

Reading Assignment: Condrey – Chapters 7 and 8

\*Guy, Mary E. and Meredith A. Newman. 2004. Women’s Jobs, Men’s Jobs: Sex Segregation and Emotional Labor. *Public Administration Review* 64(May-June): 289-299.

\* Rush, Christine Ledvinka. 2012. Amending the Americans with Disabilities Act: Shifting Equal Employment Opportunity Obligations in Public Human Resource Management. *Review of Public Personnel Administration* 32(1): 75-86.

\*Mitchell, Charles E. 2009. Retaliation Lawsuits Held Applicable for Federal Employees Under the Age Discrimination in Employment Act: A Victory for Older Federal Workers. *Review of Public Personnel Administration* 29(1):89-94.

In-class presentation and discussion of diversity plans

### **September 26            The Legal Environment of Human Resources Management**

Reading Assignment:

Condrey – Chapters 18, 19, 20, and 21

\* Roberts, Robert North. 2009. The Supreme Court and the Continuing Deconstitutionalization of Public Personnel Management. *Review of Public Personnel Administration* 29(1): 3-19.

\* French, P. Edward. 2009. Employment Laws and the Public Sector Employer: Lessons to Be Learned from a Review of Lawsuits filed against Local Governments. *Public Administration Review* 69(1): 92-103.

\*Kuykendall, Christine L. and Rex L. Facer II. 2002. Public Employment in Georgia State Agencies: The Elimination of the Merit System. *Review of Public Personnel Administration* 22 (2): 133-145

**October 3                    Labor-Management Relations in the Public Sector**

Reading Assignment:

Condrey – Chapters 15 and 16

- \*Thompson, James R. 2007. Federal Labor-Management Relations Reforms Under Bush: Enlightened Management or Quest for Control? *Review of Public Personnel Administration* 27(2): 105-124.
- \*Riccucci, Norma M. 2011. Public Sector Labor Relations Scholarship: Is There a “There,” There? *Public Administration Review* 71(2): 203-209

**October 10                    First examination**

**October 17                    Employee Recruitment and Selection**

Reading Assignment:

Condrey – Chapters 5, 6, 9, 10

- \*Llorens, Jared J. 2011. A Model of Public Sector E-Recruitment Adoption in a Time of Hyper Technological Change. *Review of Public Personnel Administration* 31(4): 410-423.
- \*Llorens, Jared J., and J. Edward Kellough. 2007. A Revolution in Public Personnel Administration: The Growth of Web-Based Recruitment and Selection Processes in the Federal Service. *Public Personnel Management* 36(3): 207-22.

**October 24                    Motivating, Compensating, and Disciplining Employees**

Reading Assignment

Condrey – Chapters 22, 24, 27, and 32

- \* Perry, James L., Trent A. Engbers, and So Yun Jun. 2009. Back to the Future? Performance-Related Pay, Empirical Research, and the Perils of Persistence. *Public Administration Review* 69(1): 39-51
- \*Leavitt, William M., and John C. Morris. 2008. Market-based Pay in Action: Municipal Strategies and Concerns in the Cities of Hampton Roads. *Review of Public Personnel Administration* 28(2): 178-189.

**October 31                    Appraising Employee Performance**

Reading Assignment:

Condrey – Chapters 23, 25, and 26

- \*Gabris, Gerald T., and Douglas M. Ihrke. 2001. Does Performance Appraisal Contribute to Heightened Levels of Employee Burnout? The Results of One Study. *Public Personnel Management* 30(2): 157-172.

**November 7                    Outsourcing Human Resources in the Public Sector**

Reading Assignment:

Condrey – Chapter 31

- \*Durant, Robert F., Amanda M. Girth, and Jocelyn M. Johnston. 2009. American Exceptionalism, Human Resource Management, and the Contract State. *Review of Public Personnel Administration* 29(3): 207-229.

- \*Coggburn, Jerrell D. 2007. Outsourcing Human Resources: The Case of Texas Health and Human Services Commission. *Review of Public Personnel Administration* 27(4): 315-335.
- \*Battaglio, Jr., R. Paul, and Christine Ledvinka. 2009. Privatizing Human Resources in the Public Sector: Legal Challenges to Outsourcing the Human Resource Function. *Review of Public Personnel Administration* 29(3): 293-307.

**November 14                    Strategic Human Resource Management**

Reading Assignment:

Condrey – Chapters 2, 28, 29, 30, and 33

- \*Becker, Brian E., and Mark A. Huselid. 2006. Strategic human resources management: Where do we go from here? *Journal of Management* 32(6): 898-925.
- \* Selden, Sally Coleman, and Robert Wooters. 2011. Structures in Public Human Resource Management: Shared Services in State Government. *Review of Public Personnel Administration* 31(4): 349-368.

**November 21                    Toward Effective Human Resources Management**

Reading Assignment:

- \*Llorens, Jared J., and R. Paul Battaglio, Jr., 2010. Human Resources Management in a Changing World: Reassessing Public Human Resources Management Education. *Review of Public Personnel Administration* 30(1): 112-32.
  - \* French, P. Edward, and Doug Goodman. 2012. An Assessment of the Current and Future State of Human Resource Management at the Local Government Level. *Review of Public Personnel Administration* 32(1): 62-74.
- Condrey – Conclusion

**November 28                    No Class, Thanksgiving Holiday/Fall Break**

**December 5                    Second examination, PhD Research Papers Due**