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E-mail: doug.goodman@utdallas.edu
Office Hours: Tues and Thurs 4:00 to 5:15 or by appointment
Web Page: https://elearning.utdallas.edu

Course Description
PA 6345 Human Resource Management (PHRM), introduces students to the history, primary roles and functions, constitutional/statutory boundaries and rights, and inherent tensions associated with this field of study. Students should develop a greater understanding of the evolutionary role of public human resource management with respect to enhancing the capacity of line and staff employees to carry out their responsibilities with efficiency and efficacy while serving the public interest.

Student Learning Objectives and Outcomes:
Through assigned readings, assignments, and class discussions, students will gain comprehension of how and when to apply practical personnel concepts and tools, critically examine current controversies in the field, gain an appreciation for the value of effectively managing human assets, and understand the rationales behind accepted and evolving patterns of PHRM policies and practices.

In addition to these substantive purposes, PA 6345 is expected to aid students in their ability to formulate reasoned and informed judgments, produce articulate written work, enhance oral communication skills, and engage in critical thinking to resolve the complex problems associated with effectively managing human beings within dynamic organizational environments.

Texts:


Assignments:
Assignments (30%):
- Present case studies (2 case studies)—(Note: you will be graded on your ability to generate class discussion, not on your ability to summarize the case or tell us how you would solve the problems);
- Three written article critiques (3-4 pages); in class presentations on assigned articles. Please be aware that these critiques will be evaluated on the clarity and strength of your writing as well as on the ideas you express. (The more critical and analytical your paper is, the better your grade will be.) I particularly like papers that draw out common themes and can critically analyze them and connect them to other themes in HR or PA.
- Other assignments as listed on syllabus

Annotated Bibliography and Final Project (35%)

Annotated Bibliography Due on June 18
Students will be required to submit an annotated bibliography that will assist in the creation of your final paper. Students will be required to find 8 academic sources for their topic and should include the following information in their annotations:
- summarize the source (chapter, book, article, or the like)
- identify the piece’s argument (or main point)
- rely primarily on your own words and phrasing—use summary and paraphrase
- discuss the source's strengths and weaknesses. For instance, does the item offer a good introduction to the issue? Does the item deal with a particular aspect of the issue that is especially relevant to the problem you plan to address in your proposal? Do you find the piece accessible or is it geared to a more specialize audience?
- describe how this piece will contribute to your project
- each annotation should be 2-3 paragraphs about a ½ to a page single-spaced (see example on eLearning)

Final paper/project Due June 30
Option 1: Building on your annotated bibliography write a 6-8 page critical essay on your topic/common themes.

Option 2: Building on the topic of your annotated bibliography prepare an 6-8 page HRM case study similar to the case studies discussed in class.

All papers must be double-spaced and use 12-point Times New Roman with standard 1-inch margins. All papers must be submitted to Turnitin on eLearning.

Examination (25%)

Class participation, preparation, and attendance (10%)—Participation in case preparation, discussion questions, presentations, and class discussion. Students are expected to participate in all class discussions and group activities.
• The Public Affairs Graduate Faculty has adopted the Turabian *Manual for Writers*, 7th Edition as its exclusive reference manual. Professors expect PA graduate students to use Turabian for all written assignments. Citations (in-text and reference list) must be used in all assignments where appropriate. Students should only use footnotes to further explanation of a topic in the paper; footnotes should not be used for reference citations.

• Grading scale:

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<th>Percentage</th>
<th>Grade</th>
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<tr>
<td>100-93</td>
<td>A</td>
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<tr>
<td>92-90</td>
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<td>83-86</td>
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<td>77-79</td>
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<td>73-76</td>
<td>C</td>
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<td>&lt; 73</td>
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Expectations:

**Behavioral Expectations:** Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any other form of distraction (e.g. surfing the Internet, texting, twitting, facebooking, etc). Inappropriate behavior in the classroom shall result minimally, in a request to leave the class. Please put your cell phone on silent.

**Academic Honesty:** I sincerely trust and expect that academic dishonesty will not be an issue in this course. Unfortunately, it has become a very serious problem on many campuses. The purpose for including the following statement is to prevent any misunderstandings about what constitutes academic dishonesty and what I will do if I should encounter or seriously suspect it. An act of academic dishonesty will result in a referral to Judicial Affairs. Any of these violations will be considered academic dishonesty and treated as such.

- **Cheating.** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devises or materials in any academic exercise.
- **Fabrication.** Making up data or results and recording or reporting them.
- **Falsification.** Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research or academic work is not accurately represented in the research or work record.
- **Multiple submissions.** The submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.
- **Plagiarism.** The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.
• **Complicity.** Intentionally or knowingly helping, or attempting to help, another or commit an act of academic dishonesty.

Violation of School or University Rules. Students may not violate any announced departmental or college rule relating to academic matters including, but not limited to, abuse or misuse of computer access of information in any academic exercise.

For additional information please visit: http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-AvoidDishonesty.html

Course Outline: (weeks are approximate)

May 28: Introductions and assignments

June 2: Part I—New Roles, Directions, and Issues
  • Battaglio, Chapter 1
  • Condrey, Intro and Chapters 1, 8, 10, 17
  • Case 25

June 4: Part II—Development of Civil Service Systems in the US
  • Battaglio, Chapter 2
  • Condrey, Chapters 3 and 4
  • Case 7, 14, 17

June 9: Rights, Restrictions, and Laws of the Public Workforce
  • Battaglio, Chapter 3
  • Condrey, Chapter 18
  • Cases

June 9: Equal Employment Opportunity and Diversity
  • Battaglio, Chapter 4
  • Condrey, Chapters 19, 20, 21
  • Cases 12, 13, 21
June 11: Part II—Negotiation and Labor-Management Relations in the Public Sector
- Battaglio, Chapter 9
- Condrey, Chapter 15, 16
- Case 9, 10, 11

June 11: Part II—Classification, Compensation, and Benefits
- Assignment: Job Classification Exercise—eLearning
- Bring a copy of your job description or a job description to class
- Battaglio, Chapter 6
- Condrey, Chapter 6, 24, 26, 27, 32
- Case 3, 16

June 16: Part I—Recruitment and Selection
- Bring a copy of a job announcement for a public/non-profit employee job
- Battaglio, Chapter 5
- Condrey, Chapter 5, 7, 25, 33
- Case 1, 2, 7

June 16: Part II—Performance Management and Motivation
- Assignment: Performance Appraisal, eLearning
- Battaglio, Chapter 7 and 8
- Condrey, Chapter 22, 23
- Case 8, 19, 22, 23, 26

June 18: Part I—Human Resource Training and Development
- Battaglio, Chapter 13
- Condrey, Chapters 2 and 13
- Case 20, 28

June 23: Part I—Ethical Issues and Strategic HRM
- Battaglio, Chapter 11 and 12
- Condrey, Chapters 9, 11, 12, 14, 28, 29
- Case 18, 27, 29, 30

- Bring with you to class a Policy from a Public Organization
- Battaglio, Chapters 10 and 14
- Condrey, Chapter 30, 31, and Conclusion
- Case 6 and 24

June 30: Catch up and Test

Final Paper Due June 30
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.

Disability Services

The goal of Disability Services is to provide students with disabilities equal educational opportunities. Disability Services provides students with a documented letter to present to the faculty members to verify that the student has a disability and needs accommodations. This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. It is the student’s responsibility to notify his or her professors of the need for accommodation. If accommodations are granted for testing accommodations, the student should remind the instructor five days before the exam of any testing accommodations that will be needed. Disability Services is located in SSB 3.200. Office hours are Monday – Thursday, 8:00 a.m. to 6:00 p.m., and Friday 8:00 a.m. to 5:00 p.m. You may reach Disability Services at (972) 883-2098.

Guidelines for documentation are located on the Disability Services website at http://www.utdallas.edu/studentaccess

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University’s policies and procedures segment of the course syllabus.

Please go to http://go.utdallas.edu/syllabus-policies for these policies.

These descriptions and timelines are subject to change at the discretion of the Professor.