



**PA 6345-501  
HUMAN RESOURCES MANAGEMENT  
Fall 2015**

**Thursdays: 7-9:45p.m  
ECSS 4.910**

**Contact Information**

Professor: Dr. Meghna Sabharwal  
Office Hours: Thursdays 5-6 p.m., and by appointment  
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**Course Description**

This course provides an introduction to human resource management, emphasizing both theoretical and applied topics in public and nonprofit organizations. This is a course designed for anyone who aspires to be involved in the management of people. Human resource management is an integral part of the fabric of public administration. The role of the human resource manager is changing from compliance monitoring to strategic planning. The course will thus examine the historical context and the current conditions of public sector HRM. The purpose of this course is to develop basic skills necessary to effectively manage human resources. The class consists of several case studies and in-class discussions, all aimed at understanding the complexities that surround human resource management.

**Course Objectives**

1. Introduction to the study of human resource management
2. Learn the major issues and critically examine the changing environment in public human resources management
3. Learn how human resource management operates in an era of civil service reform.
4. Understand the challenges involved in achieving a diverse workforce and how to manage it.
5. Understand the legal, ethical, and cultural environment under which human resource management should operate.
6. Examine the processes involved in selection, hiring, training, and compensating employees.
7. Examine ways to motivate employees for better performance and discuss various job analysis and evaluation methods.

8. Examine emerging trends and practices that will affect the way organizations manage their human resources in the future with special emphasis on strategic human resource management and information systems
9. Engage in discussions and exercises to develop a sense of how to apply the topics and ideas covered in the course.

### **Required Texts**

**Battaglio Jr, R. P. (2014). *Public Human Resource Management: Strategies and Practices in the 21st Century*. CQ Press.**

ISBN-13: 978-1-4522-1823-6

In addition to the texts, articles from journals available on eLearning

### **How to demonstrate what you learn**

- Leading class discussion -15%
- Critiques (5) – 20%
- Final Assignment (25%) and Presentations (5%) – 30%
- Midterm -25%
- Class participation – 10%

### **Leading class discussion – 15%**

This is a seminar style class, and each student should be prepared to participate in each class. Participation requires reading the material in advance and being on time for class. Each student is expected to fully participate in chapter discussions, case discussions, and in-class exercises. In short, your absence will impact your participation grade. In addition, tardiness to class and early departure will also lead to reduced participation grades. If you know that you will not be able to attend class for personal or work related reasons, make sure you inform the professor in advance and submit your assignment. Personal and family circumstances can require class absence. Students should contact the professor about such absences before the class.

Beginning September 10 one student will be responsible for leading the class discussion. Introduce the substantive theme of the week to your peers through an interactive presentation. The presentations should introduce the general theme covered in the assigned week and facilitate a discussion of the concept. Students leading the discussion will provide a very brief summary of that week's materials and have questions for the group to initiate discussion and dialogue. In addition, students leading the discussion should bring to class additional material/s (reports, current events, articles) that relate to that week's readings, which will help enhance your personal learning experience and that

of your fellow colleagues. During the course of the semester you will lead the discussion twice during the semester. Sign-up sheet will be provided by the instructor the first day of class. **Please note the presentation should NOT be a presentation of the reading, it should illustrate the theme of the week and guide a follow-up discussion through thoughtful questions.** Grading criteria for the presentation include:

1. Appropriate focus of the presentation to reflect the general theme of the week;
2. Effectiveness of the activity/materials used to illustrate the substantive theme of the week;
3. Degree of organization and clarity in guiding the presentation.
4. Questions used to lead the discussion

### **Critiques – 20%**

You are required to write a 2 to 3 page critique of the assigned readings for **any 5 topics** of your choice. **Please keep in mind that it is not an exercise in summarizing the readings.** Summaries will get a lower grade. Discuss your thoughts on the reading, including general themes, disagreements, and any insights you glean from the reading that can be applied to current events. Additionally, please include how HRM can positively impact an organization. I'm not looking for an outline of the reading. The reaction papers will be due at the start of the class.

### **Final Assignment – 30%**

#### **Interview with public human resources manager**

The purpose of this assignment is to provide you with the opportunity to relate the class readings and discussion to the “real world” issues faced by public human resources managers. You will arrange an interview with the human resources director or a senior personnel in HR in a public or non-profit organization. The individual should be a career position not an elected one. You are strongly encouraged to contact an individual at an agency/organization that you are particularly interested in, or where you may even be interested in seeking employment in the future. Some examples include the human resources director for a city, school district, a county, a nonprofit hospital or a nonprofit agency.

Your interview and your paper must highlight three major topics from the assigned readings. You should begin by asking the human resources manager for a brief description of the agency and his or her role within it. Then your interview question should address three of the main topics we discuss in class: e.g., recruitment and selection, legal environment, performance appraisal, workforce diversity, strategic human resource management, and future of human resources (see the list of topics on the class

schedule). Finally, you should ask the interviewee about what they find the most challenging aspect/s about human resource management.

You have to get the list of questions approved by me no later than October 22nd. You will write a three to four page paper discussing the results of your interview in context to the semester's reading assignments and class discussions. The paper must be in narrative form (no bullets or outline). The assignment is due on December 3, 2015. You must bring a hard copy to class. Please also email me a copy of the assignment. You will also present the key findings of the study to the class on December 3<sup>rd</sup>. The presentation is 5% of the assignment.

### **Midterm Examination – 25%**

There will be a midterm examination (in-class, short answer and essay) covering selected topics. The examination is 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 examination is October 1 and is weighted at 25 percent of the total grade.

Note: **LATE ASSIGNMENTS WILL NOT BE ACCEPTED** except under exceptional documented circumstances at the sole discretion of the instructor. Students who miss class are responsible for all announcements, class discussions, and changes made to the course outline during class meetings.

### **Class Participation -10%**

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.

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. In-class discussion of the assigned cases will draw on small group discussion to develop solutions to the problems posed in the cases. 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.

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.

### **Grading**

Leading Class Discussion – 15%  
 Weekly Critiques – 20%  
 Midterm Examination – 25%  
 Field Assignment – 30%  
 Class Participation – 10%

<b><u>GRADING</u></b>	
<b><u>SCALE</u></b>	
90-100	= A
80-89.9	= B
70-79.9	= C
60-69.9	= D
Below 60	= F

**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.

### **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.

### **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.pdf>

**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/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm))

### Detailed Course Schedule

**August 27**– Introduction; syllabus; what to expect; assignments; sign-up for leading class discussion.

#### **September 3 – Public HRM Reform and Evolution of the Public Service in the United States.**

##### *Readings*

- Battaglio – Chapters 1 and 2
- Condrey, Stephen E., and R. Paul Battaglio, Jr. 2007. A Return to Spoils? Revisiting Radical Civil Service Reform in the United States. *Public Administration Review* 67(3): 424-36.

#### **September 10 – Employment Law in Public Human Resource Management**

##### *Readings*

- Battaglio – Chapter 3
- French, P. Edward. Employment Laws and the Public Sector Employer: Lessons to Be Learned from a Review of Lawsuits filed against Local Governments. *Public Administration Review* 69, no. 1 (2009): 92-103.
- Bowman, J. S., M. G. Gertz, S. C. Gertz, and R. L. Williams. Civil service reform in Florida state government: Employee attitudes 1 year later. *Review of Public Personnel Administration* 23, no. 4 (2003). : 286-304.

#### **September 17 - Equal Employment Opportunity, Affirmative Action, and Diversity Planning**

##### *Readings*

- Battaglio - Chapter 4
- Leslie E. Tower and Mohamad G. Alkadry. The Social Costs of Career Success for Women. *Review of Public Personnel Administration*, 28, no. 2 (2008).: 144-165.
- Sabharwal, Meghna. Is Diversity Management Sufficient: Organizational Inclusion to Further Performance. *Public Personnel Management*, 43, no. 2 (2014).: 197-217.

### **September 24 - Recruitment and Selection**

#### *Readings*

- Battaglio - Chapter 5
- Llorens, Jared J. A Model of Public Sector E-Recruitment Adoption in a Time of Hyper Technological Change. *Review of Public Personnel Administration* 31, no. 4 (2011).: 410-423.
- Rubaii-Barrett, N. and L. R. Wise. From Want Ads to Web Sites: What Diversity Messages Are State Governments Projecting? *Review of Public Personnel Administration* 27, no. 1 (2007). : 21-38.

### **October 1– Midterm**

- In-class midterm examination

### **October 8 – Pay and Benefits**

#### *Readings*

- Battaglio - Chapter 6
- Bowman, J. S. The success of failure: The paradox of performance pay. *Review of Public Personnel Administration* 30 no. 1 (2010). : 70-88.
- 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 15 – Performance Appraisals**

#### *Readings*

- Battaglio - Chapter 7

- 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.
- Reinke, S. J. Does the Form Really Matter? : Leadership, trust, and acceptance of the performance appraisal process. *Review of Public Personnel Administration* 23, no. 1 (2003). : 23-37.

### **October 22 – Managing Motivation in the Public Sector**

#### *Readings*

- Battaglio - Chapter 8
- Perry, James L., and Lois Recascino Wise, The Motivational Bases of Public Service, *Public Administration Review* 50(1990): 367-73.
- Perry, James L., Debra Mesch, and Laurie Paarlberg. Motivating Employees in a New Governance Era: The Performance Paradigm Revisited, *Public Administration Review* 66 (2006): 505 –14.
- Submit interview questions for approval

### **October 29 – Labor Relations in the Public Sector**

#### *Readings*

- Battaglio - Chapter 9
- 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

### **November 5 - Strategic Public HRM and Human Resource Information Systems**

#### *Readings*

- Battaglio - Chapters 11 and 12
- 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 12 – Privatizing HRM**

#### *Readings*

- Battaglio – Chapter 10
- R. Paul Battaglio, Jr and Christine B. Ledvinka. Privatizing Human Resources in the Public Sector: Legal Challenges to Outsourcing the Human Resource Function. *Review of Public Personnel Administration* 29, no. 3 (2009). : 293-307.
- Note: This will be an online class, the instructor will post discussion questions on eLearning. Details about how to participate in a discussion board are on eLearning

### **November 19 - Future of HRM: Public HRM Education and Conclusion**

#### *Readings*

- Battaglio – Chapters 13 and 14
- 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.

### **November 26 – No Class – Thanksgiving Holiday/Fall Break**

### **December 3 – Presentations**

Final paper submission and presentation (both hard and soft copy).

*The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.*