PA 6345-501
HUMAN RESOURCES MANAGEMENT
Fall 2016

COURSE SYLLABUS

Class Meetings: Wednesdays, 7:00 – 9:45 PM, FO 3.222
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.

Expectations. In order to maximize participation, each student is expected to:

> ➢ Attend all classes and be on time. If you cannot attend class or are going to be late, please let me know by e-mail or phone in advance.
> ➢ Complete all assignments on time.
> ➢ Make an active contribution to the class discussion.

REQUIRED READING

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

Battaglio, R. Paul (2015). *Public Human Resource Management: Strategies and Practices in the 21st Century*. Washington, DC: SAGE/CQ Press. ISBN#: 9781452218236

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 appear under the *Reading Assignment* heading for each respective date in the syllabus. A two to three page written summary must be given to the instructor and classmates 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 and group exercises may be assigned to promote thinking about practical applications of course materials. Case studies are generally narratives of actual or realistic problems that public managers face during decision-making processes. For group assignments, students will be tasked with examining local government diversity plans in our first class meeting. Expectations for the case study and group assignment will be covered in a handout (available on eLearning) and discussed in 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 September 28 and is weighted at approximately 45 percent of the total grade. The second examination is December 7 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 21. 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 7.

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.

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.

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

Technical Support. If you experience any issues with your UT Dallas account, contact the UT Dallas Information Resources Help Desk: assist@utdallas.edu or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Support Center: http://www.utdallas.edu/elearninghelp.

Field Trip Policies, Off-Campus Instruction and Course Activities. Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to Texas Education Code, Section 51.950, can be accessed at the UT Dallas Policy Navigator, http://policy.utdallas.edu/utdbp3023, and at http://www.utdallas.edu/administration/insurance/travel. Additional information is available from the office of the school dean.

Student Conduct and Discipline. The University of Texas System (Regents' Rule 50101) 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 UT Dallas online catalogs (http://catalog.utdallas.edu).

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 Student Discipline and Conduct, UTDSP5003 (http://policy.utdallas.edu/utdsp5003). 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 (SSB 4.400, 972-883-6391) and online at http://www.utdallas.edu/deanofstudents.

A student at the University neither loses their 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 its 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

Academic Dishonesty: 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 demonstrates a high standard of individual honor in his or her scholastic work.

Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes, plagiarism, cheating, fabrication and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of

their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: http://www.utdallas.edu/deanofstudents/maintain/.

Copyright Notice. It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (Title 17, United States Code), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see http://copyright.lib.utexas.edu/copypol2.html. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at http://policy.utdallas.edu/utdpp1043) and the UT System's policy at http://www.utsystem.edu/ogc/intellectualproperty/copyrighthome.htm.

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. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to http://netid.utdallas.edu.

Class Attendance. Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.
Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (http://www.utdallas.edu/calendar) and in the Academic Calendar (http://www.utdallas.edu/academiccalendar). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Judicial affairs request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures. Procedures for student grievances are found in university policy UTDSP5005 (http://policy.utdallas.edu/utdsp5005). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/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 originated.

Incomplete Grade Policy. As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be resolved completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Services. It is the policy and practice of The University of Texas at Dallas to make reasonable disability-related accommodations and/or services for students with documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required (see http://www.utdallas.edu/studentaccess). If you are eligible to receive disability-related accommodations and/or services and to ensure accommodations will be in place when the academic semester begins, students are encouraged to submit documentation four to six weeks in advance. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact the Office of Student AccessAbility for a confidential discussion.

The Office of Student AccessAbility provides:

1. Academic accommodations for eligible students with a documented permanent physical, mental or sensory disability
2. Facilitation of non-academic and environmental accommodations and services
3. Resources and referral information, and advocacy support as necessary and appropriate.

OSA is located in the Student Services Building, suite 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

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

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments 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 President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of Texas Education Code 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Resources to Help You Succeed. The Office of Student Success operates the Student Success Center (SSC, http://www.utdallas.edu/studentsuccess), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The *Math Lab* gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The *Writing Center* offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The *Peer Tutoring* program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All

peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The *Peer-Led Team Learning* (PLTL) program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The *Communication Lab* (CommLab) offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

PART I: FOUNDATIONS

August 24   **Introduction**
                      Public Human Resource Management in the 21st Century
Reading Assignment:
Battaglio, Chapter 1
Group Assignment – Examining local government diversity plans

August 31   **Evolution of the Public Service in the United States**
Reading Assignment:
Battaglio, Chapter 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.
Hays, Steven W., and Jessica E. Sowa. 2006. A Broader Look at the "Accountability"
        Movement: Grim Realities. *Review of Public Personnel Administration* 26(2):
        102-17.

September 7   **Employment Law and Public Human Resource Management**
Reading Assignment:
Battaglio, Chapter 3
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

September 14   **Equal Employment Opportunity, Affirmative Action, and
                      Diversity Planning**
Reading Assignment:
Battaglio, Chapter 4
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.

September 21   **Equal Employment Opportunity, Affirmative Action, and
Diversity Planning**

Group Assignment – In-class presentation and discussion of diversity plans

September 28   **FIRST EXAMINATION**

PART II: FUNCTIONS
October 5   **Recruitment and Selection**
Reading Assignment:
Battaglio, Chapter 5
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 12   **Pay and Benefits**
Reading Assignment:
Battaglio, Chapter 6
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 19   **Performance Appraisal**
Reading Assignment:
Battaglio, Chapters 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.

October 26   **Managing Motivation in the Public Service**
Reading Assignment:
Battaglio, Chapters 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.

November 2 **Labor Relations in the Public Sector**

Reading Assignment:

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.

PART III: THE FUTURE

November 9 **Privatizing Human Resource Functions in the Public Sector**

Reading Assignment:

Battaglio, Chapter 10

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 16 **Human Resource Information Systems and**
  Strategic Public Human Resource Management

Reading Assignment:

Battaglio, Chapter 11 and 12

Lengnick-Hall, Cynthia A., and Mark L. Lengnick-Hall, "HR, ERP, and Knowledge for Competitive Advantage," *Human Resource Management* 45(2006): 179-194.

Ulrich, David, Jon Younger, and Wayne Brockbank, "The Twenty-First Century HR Organization," *Human Resource Management* 47(2008): 829-850.

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 23 **NO CLASS (Thanksgiving Holiday/Fall Break)**

November 30 **Public Human Resources Management Education**
  Conclusion: Challenges and Opportunities

Reading Assignment:

Battaglio, Chapters 13 and 14

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.

December 7   **SECOND EXAMINATION**
                      RESEARCH PAPERS DUE