UT D

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This course is a research seminar in public human resource management. As such, we will immerse ourselves in many controversial topics such as accountability, motivation, performance, and affirmative action. We will devote the most of the semester to extensive reading about the topic and then turn to the seminar's research emphasis. Each student is expected to prepare a major theoretically driven research paper concerning public human resource management or a related topic. The last portion of the seminar will be devoted to presentations, critiques, and discussions of these papers. You should expect to present this paper at a public administration conference and/or submit it to an appropriate journal for peer review publication.

Student Learning Objectives:
- Understand the historical context and 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.
- Undertake advanced research in public human resource management issues that contribute to the literature in the field.

Expectations: In order to maximize seminar participation, each student is expected to do the following:
- Attend all classes and be on time. If you cannot attend class or are going to be late, please let me know by email or phone in advance.
- Complete all assignments and readings on time.
- Make an active contribution on the class discussion.
- Submit work of doctoral-level quality.

The premise of the course is that there will be a great deal of value in having a *common exploration of important questions,* in which both faculty and students participate. The course consequently will be conducted as a seminar, with an assumption that everyone is fully prepared

for every session, prepared not merely in the sense of having done the readings but fully prepared to comment in an informed way on the materials. For each session, please prepare a digest of the assigned readings. This digest, which is not to be submitted to me, is for your own use. It should include the following:

- What is the central theme or issue addressed in the book (or article) at hand?
- What is the chief new point or points which the author proposes?
- What evidence does the author offer supporting the theme or thrust of his/her argument?
- What assumptions or presuppositions does the author rely on? Is there a reason to question them?
- What are the implications for future thought/scholarship/research in public administration of this book or article?
- Is there anything that is (or should be) controversial about this book or article? What? Why?

These notes should be retained for the purpose of reviewing for the doctoral comprehensive examination in the area of public human resource management.

Required Books:

Frederick Mosher. 1982. *Democracy and the public service*. 2nd edition. Oxford University Press. ISBN: 0-19-503018-4.

Frank J. Thompson. 2003. *Classics of public personnel policy* 3rd. ed. Thompson/Wadsworth. ISBN: 0155062786

James S. Bowman and Jonathan P. West. 2007. *American Public Service: Radical Reform and the Merit System*. CRC Press. ISBN-10: 0-8493-0534-9

We will also read a number of journal articles. References for these articles are listed below. All of the articles can be accessed through UTD's library website.

Recommended:

Brian E. Becker, Mark A. Huselid, and Dave Ulrich. 2001. *The HR Scorecard: Linking People, Strategy, and Performance*. Boston: Harvard Business School Press.

Paul Niven. 2003. *Balanced Scorecard: Step-by-Step for Government and Nonprofit Agencies*. Hoboken, NJ: John Wiley and Sons.

Sally Coleman Selden. 2009. *Human Capital: Tools and Strategies for the Public Sector*. Washington, DC: CQ Press. ISBN: 978-1-56082-550-6

Grades:

Grades for the seminar will be based on: 1) a publishable quality research paper (20+ pages) as demonstrated by appropriate development of research questions from a theoretical base, clarity of conceptualization, connection of research to literature in the field, independence and quality of research execution, and originality and quality of written and oral presentation, 50%; 2) participation in discussion of assigned readings (including leading the week's discussion), 30%; 3) written briefs, 10%; and written critiques of research papers prepared by others (soundness of argument, quality of presentation) 10%.

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+, 73-77=C, Below 73=F.

Critical Review:

Students are to write a critical review responding to the materials read for two of the following topics: Democracy and the Public Service, Merit System: Yesterday, Today, and Tomorrow, Civil Service Reforms, Strategic Human Capital Management, Public Service Motivation, Discrimination. The paper should be no more than four pages in length (double-spaced, typed). The paper should be an articulate response to the materials read, and might offer a critique or might praise the work of the author. It may focus on a particular chapter, article, or portion of a larger work. These papers should link the concepts in the readings to bigger theoretical issues in public administration and public human resource management. Feel free to draw comparisons with works read earlier or elsewhere. If you prepare the digests of works described above, you are likely to more easily discover topics in which to write and make such comparisons. Please be aware that these "comments" will be evaluated on the clarity and strength of your writing as well as on the ideas you express. Your first paper is due by **October 5** and the second is due by **November 30.**

Research Papers:

An important step toward your research project is preparation of a research proposal or design, due **September 14.** While most of you understand the need for the research proposal, I have attached a statement that briefly outlines what it should contain. Your papers will be empirically based. I have a number of data sets that are available for your use. I will read your proposals quickly and give you my comments, so that you can take them into account as you proceed with your research. Your individual papers are due **November 18**. You will be required to distribute electronic copies to all members of the seminar and submit a copy to me. These will be our reading materials and the material for discussion for the following weeks' classes. We will discuss one-half of the papers each class period.

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. All papers must be double-spaced and use 12-point Times or Times New Roman with standard 1-inch margins. Be sure to include page numbers.

Paper presentations:

Your paper presentations begin December 8. Each member of the seminar is to read the papers prepared for presentation and write a one-page critique of each paper, giving a copy to the paper's author and a copy to me (only). The focus of the critique principally should be on the *substance* of the paper and only secondarily should address matters of style, as appropriate. **These critiques are due the night of the paper presentation.**

Expectations for oral presentations will be similar to those of professional conferences. Each presenter will have approximately 15 to 20 minutes to summarize his or her paper. Since you can assume that everyone will have read the papers in advance, you need only to emphasize the major points and call attention to findings or conclusions that you want to stress. Some of you may find it helpful to point out particular pages of the paper (which you may assume members of the seminar will have with them), or to distribute differently organized summaries of you conclusions. You may use overheads or other appropriate media (power point), but please to not exceed the 20-minute presentation time.

Following each presentation, we will have an opportunity for open discussion of the paper and the topic it raises. In some cases (depending on the relatedness of papers), we may discuss several papers jointly, more in the style of a professional conference panel.

Expectations:

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."

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, tweeting, 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:

Week 1—August 24: Introduction
    Introductions, assignments, and jokes

Week 2—August 31: **The Scope of Public Human Resource Management**
Thompson: Part I (pp. 1-46)

Crewson, Philip E. 1997. Are the Best and the Brightest Fleeing Public Sector Employment?
    Public Productivity & Management Review 20(4): 363-371.

Lewis, Gregory B. and Sue A. Frank. 2002. Who wants to work for government? *Public Administration Review* 62(4): 395-404.

Steinberg, James B. 2012. Restoring Government Service as a Valued and Honored Profession.
    Public Administration Review 72(2): 175-176. DOI: 10.111/j1540-6210.2011.02560X.
    (Perspective)

Perry, James L. 2010. A Strategic Agenda of Public Human Resource Management Research.
    Review of Public Personnel Administration 30(1): 20-43.

West, Jonathan P. 2010. Thirty Years of ROPPA: Past Trends and Future Prospects. *Review of Public Personnel Administration* 30 (1):5-19.

Week 3—September 7: Democracy and Public Service
Mosher, entire book

Week 4—September 14: The Merit System: Yesterday, Today, and Tomorrow

**Research Topic Due

Thompson, Part II (pp. 47-186)

Bearfield, Domonic A. 2009. What is Patronage? A Critical Reexamination. *Public
        Administration Review* 69(1): 64-76.

Condrey, Stephen E., Rex L. Facer, and Jared Llorens. 2012. Getting it Right: How and Why We
        Should Compare Federal and Private Sector Compensation 72(6): 784-785. (Perspective)

Goodman, Doug and Stacey Mann. 2008. Managing Public Human Resources Following
        Catastrophic Events: Mississippi's Local Governments' Experiences Post—Hurricane
        Katrina. *Review of Public Personnel Administration* 28(1): 3-19.

Jacobson, Willow S. and Shannon Howle Tufts. 2013. To Post or Not to Post: Employee Rights
        and Social Media. *Review of Public Personnel Administration* 33(1): 84-107

Jacobson, Willow S. and Jessica E. Sowa. 2016. Municipal Human Resource Management:
        Challenges and Innovative Practices in Turbulent Times. *State and Local Government
        Review* 48(2): 121-131.

Lee, Young-Joo and Vicky M. Wilkins. 2011. More Similarities or More Differences? Comparing
        Public and Nonprofit Managers' Job Motivations. *Public Administration Review* 71(1):
        45-56.

Nesbit, Rebecca, Heather Rimes, Robert K. Christensen, and Jeffrey L. Brudney. 2016.
        Inadvertent Volunteer Managers: Exploring Perceptions of Volunteer Managers' and
        Volunteers' Roles in the Role Workplace. *Review of Public Personnel Administration*
        36(2): 164-187.

Week 5—September 21: Civil Service Reforms I
Thompson Part VI (463-532)

Read the first two in order:

Hays, Steven W. and Richard C. Kearney. 2001. Anticipated Changes in Human Resource
        Management. *Public Administration Review* 61(5): 585-597.

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 (March/1): 87-99. (Published Online First, October 10, 2011: http://rop.sagepub.com/content/early.2011/10/04/0734371X11421499.) DOI: 10.117/0734371X11421499

Gene A. Brewer and J. Edward Kellough. 2016. Administrative Values and Public Personnel Management: Reflections on Civil Service Reform. *Public Personnel Management* 45: 171-189. doi:10.1177/0091026016644626

Coggburn, Jerrell D. R. Paul Battaglio, Jr., James S. Bowman, Stephen E. Condrey, Doug Goodman, and Jonathan P. West. 2010. State Government Human Resource Professionals' Commitment to Employment at Will. *American Review of Public Administration* 40(2): 189-208.

McGrath, Robert J. 2013. The Rise and Fall of Radical Civil Service Reform in the U.S. States. *Public Administration Review* 73(4): 638-649.

Goodman, Doug, P. Edward French, and Tonya T. Neaves. 2014. The Appropriate Use of Employment At-Will in County Sheriffs' Departments: Employment At-Will or Political Patronage? *Review of Public Personnel Administration* 34(3): 199-217.

Kim, Jungin and J. Edward Kellough. 2014. At-Will Employment in the States: Examining the Perceptions of Agency Personnel Directors. *Review of Public Personnel Administration* 35(3): 218-236.

Cong, Yongqing (Carrie), Howard A. Frank, Gerasimos (Jerry) Gianakis, and Hai (David) Guo. 2015. Critical Issues in the Transition from the Defined Benefit to Defined Contribution Pension Model: Perceptions From Florida Municipal Finance and Human Resource Directors. *Review of Public Personnel Administration* 35(4): 333-351.

Verkuil, Paul R. 2015. Deprofessionaling State Governments: The Rise of At-Will Employment. *Public Administration Review* 75(2): 188-189. (Perspective)

Kettl, Donald F. 2015. Water Flowing Uphill: National Implications of State Civil Service Movements. *Public Administration Review* 75(2): 190-191. (Perspective)

Week 6—September 28: Civil Service Reforms, Part II
**First Review Paper due
Bowman and West, Entire Book

Week 7—October 5: Human Capital and Strategic HRM
Read articles chronologically.

David P. Lepak and Scott A. Snell. 1999. The Human Resource Architecture: Toward a Theory of Human Capital Allocation and Development. *Academy of Management Review* 24(1): 31-

48.

Patrick M. Wright and Gary C. McMahan. 1992. Theoretical Perspectives for Strategic Human Resource Management. *Journal of Management* 18 (2): 295-320.

Perry, James L. 1993. Strategic Human Resource Management. *Review of Public Personnel Administration* 13(4): 59-71.

National Academy of Public Administration. 1996. *A Guide for Strategic Management of Human Resources.* Washington, DC: NAPA. Chapters 1-2 (eLearning).

Tompkins, Jonathan. 2002. Strategic Human Resource Management in Government: Unresolved Issues. *Public Personnel Management* 31(Spring): 95-109.

Lengnick-Hall, Mark L., Cynthia A. Lengnick-Hall, Leticia S. Andrade, Brian Drake. 2009. Strategic Human Resource Management: The Evolution of the Field. *Human Resource Management Review* 19: 64-85.

Week 8—October 12: Human Capital and Strategic HRM

Moore, Mark. 1995. *Creating Public Value*, pp. 13-56. (eLearning)

Becker, Brian, Mark Huselid, and Dave Ulrich. 2001. *The HR Scorecard: Linking People, Strategy, and Performance*. Boston: Harvard Business School. Pp. 1-36 (eLearning).

Ulrich, Dave and Wayne Brockbank. 2005. *The HR Value Proposition*. Boston: Harvard Business School. Pp. 1-15 and 74-80. (eLearning).

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.

Niven, Paul R. 2011. *Balanced Scorecard: Step-by-Step for Government and Nonprofit Agencies.* Hoboken, NJ: John Wiley & Sons. Pp. 1-47. (Chapters 1 and 2). E-book at McDermott Library.

Week 9—October 19: Interlude
Instruction to follow

Week 10—October 12: Human Capital and Strategic HRM

Cohen, Galia, Robert S. Blake, and Doug Goodman. 2016. Does Turnover Intention Matter? Evaluating the Usefulness of Turnover Intention Rates as a Predictor of Actual Turnover Rate." *Review of Public Personnel Administration* 36(3): 240-263. DOI: 10.1177/0734371X15581850

Crumpacker, Martha and Jill M. Crumpacker. 2007. Succession Planning and Generational Stereotypes: Should HR Consider Age-Based Values and Attitudes a Relevant Factor or a

Passing Fad? *Public Personnel Management* 36(4): 349-369.

Goodman, Doug, P. Edward French, and R. Paul Battaglio, Jr. 2012. Determinants of Local Government Workforce Planning. *American Review of Public Administration* 45(2): 135-152 doi: 10.1177/0275074013486179.

Grissom, Jason A., and Samantha L. Viano, and Jennifer L. Sein. 2016. Understanding Employee Turnover in the Public Sector: Insights from Research on Teacher Mobility. *Public Administration Review* 76(2): 241-251.

Willow S. Jacobson and Jessica E. Sowa. 2015. Strategic Human Capital Management in Municipal Government: An Assessment of Implementation Practices. *Public Personnel Management September 2015 44: 317-339, first published on June 30, 2015 doi:10.1177/0091026015591283*

Selden, Sally C. and Robert Wooters. 2011. Structures in Public Human Resource Management: Share Services in State Government. *Review of Public Personnel Administration* 31(2): 349-368.

Teodoro, Manuel P. and David Switzer. 2016. Drinking from the Talent Pool: A Resource Endowment Theory of Human Capital and Agency Performance. *Public Administration Review* 76(4): 564-575.

Week 11—October 26: Public Service Motivation

Read articles chronologically.

Frederickson, H. George and David K. Hart. 1985. The Public Service and the Patriotism of Benevolence. *Public Administration Review* 45(5): 547-553.

Perry James L. and Lois Recascino Wise. 1990. The Motivational Bases of Public Service. *Public Administration Review* 50(3): 367-373.

Perry, James L. 1997. Antecedents of Public Service Motivation. *Journal of Public Administration Research & Theory* 7(2): 181-198. (Skim)

Kim, Sangmook. 2009. Revising Perry's Measurement Scale of Public Service Motivation. *American Review of Public Administration* 39(2): 149-163.

Wright, Bradley E., Robert K. Christensen, Kimberly Roussin Isett. 2013. Motivated to Adapt? The Role of Public Service Motivation as Employees Face Organizational Change. *Public Administration Review* 73(5): 738-747.

Lee, Geon and Do Lim Choi. 2016. Does Public Service Motivation Influence the College Students' Intention to Work in the Public Sector? Evidence From Korea. *Review of Public Personnel Administration* 36(2): 145-163.

Ruiz, Adrian, Gene A. Brewer, and Oliver Neumann. 2016. Public Service Motivation: A Systematic Literature Review and Outlook. *Public Administration Review* 76(3): 414-426.

R. Paul Battaglio, Jr. and P. Edward French. 2016. Public Service Motivation, Public Management Reform, and Organizational Socialization: Testing the Effects of Employment At-Will and Agency on PSM Among Municipal Employees. *Public Personnel Management June 2016 45: 123-147, first published on April 27, 2016 doi:10.1177/0091026016644623*

Week 12—November 2: Workplace Diversity

Thompson Part IV (pp. 269-352)

Bae. Kwang Bin and Doug Goodman. 2014. The Influence of Family-Friendly Policies on Turnover and Performance in South Korea. *Public Personnel Management* 43(4): 520-542. DOI: 10.1177/0091026014536055.

Bearfield, Domonic A. 2014. It's Been a Long Time Comin': An Examination of Public Personnel Research in *PAR* and *ROPPA* in Celebration of the Fiftieth Anniversary of the Civil Right Act of 1964. *Review of Public Personnel Administration* 34(1):59-74.

Guy, Mary E. and Hyun Jung Lee. 2015. How Emotional Intelligence Mediates Emotional Labor. *Review of Public Personnel Administration* 35(3): 261-277.

Kim, Jungin and Mary Ellen Wiggins. 2011. Family-Friendly Human Resource Policy: Is It Still Working in the Public Sector? *Public Administration Review* 71(5): 728-739.

Houston, David J., Patricia K. Freeman, and David L. Feldman. 2008. How Naked is the Public Square? Religion, Public Service, and Implications for Public Administration. *Public Administration Review* 68(3): 428-444.

Reese, Catherine C. and Barbara Warner. 2012. Pay Equity in the States: An Analysis of the Gender-Pay Gap in the Public Sector. *Review of Public Personnel Administration* 32(4): 312-331.

Riccucci, Norma and Margaret Riccardelli. 2015. The Use of Written Exams in Police and Fire Departments: Implications for Social Diversity. *Review of Public Personnel Administration* 35(4): 352-366.

Sabharwal, Meghna. 2015. From Glass Ceiling to Glass Cliff: Women in Senior Executive Service. *Journal of Public Administration Research and Theory* 25(2): 399-426.

Week 13—November 9: Employee Rights and Labor Relations

Thompson Part V

Davis, Randall S. 2013. Unionization and Work Attitudes: How Union Commitment Influences Public Sector Job Satisfaction. *Public Administration Review* 73(1): 74-84.

Ferris, Frank and Albert C. Hyde. 2004. Federal Labor-Management Relations for the Next Century: The Case of the Department of Homeland Security. *Review of Public Personnel Administration* 24(3): 216-233.

Kearney, Richard C. 2010. Public Sector Labor-Management Relations: Change or Status Quo. *Review of Public Personnel Administration* 30(1): 89-111.

Richard C. Kearney. 2003. The Determinants of State Employee Compensation. *Review of Public Personnel Administration* 23(4): 305-322.

Riccucci, Norma M. 2007. The Changing Face of Public Employee Unionism. *Review of Public Personnel Administration* 27(1): 71-78.

Budd, John W. 2014. Implicit Public Values and the Creation of Publicity Valuable Outcomes: The Importance of Work and the Contested Role of Labor Unions. *Public Administration Review* 74(4): 506-516.

Week 14—November 16: Public HR in International Settings.
**RESEARCH PAPERS DUE

Bellé, Nicola and Paola Cantarelli. 2015. Monetary Incentives, Motivation, and Job Effort in the Public Sector: An Experimental Study With Italian Government Executives. *Review of Public Personnel Administration* 35(2): 99-123.

Bellé, Nicola. 2015. Performance-Related Pay and the Crowding Out of Motivation in the Public Sector: A Randomized Field Experiment. *Public Administration Review* 75(2): 230-241.

Berman, Evan, et. al. 2013. Public Executive Leadership in East and West: An Examination of HRM Factors in Eight Countries. *Review of Public Personnel Administration* 33(2): 164-184.

Bonder, Arieh, Carl-Denis Bouchard, and Guy Bellemare. 2011. Competency-Based Management—An Integrated Approach to Human Resource Management in the Canadian Public Sector. *Public Personnel Management* 40(1): 1-10.

Chan, Hon S. 2016. The Making of Chinese Civil Service Law: Ideals, Technicalities, and Realities. *The American Review of Public Administration* 46(4)*:* 379-398, first published on February 26, 2016 doi:10.1177/0275074016634877

Week—15: November 30: International HR
** SECOND REVIEW PAPER DUE

Iles, Paul, Abdoul Almhedie, and Yehuda Baruch. 2012. Managing HR in the Middle East: Challenges in the Public Sector. *Public Personnel Management* 41(3): 465-492.

Gong, Ting and Alfred M. Wu. 2012. Does Increased Civil Service Pay Deter Corruption? Evidence from China. . *Review of Public Personnel Administration* 32(2):169-191.

Moon, M. Jae and Changho Hwang. 2013. The State of Civil Service Systems in the Asia-Pacific Region: A Comparative Perspective. . *Review of Public Personnel Administration* 33(2): 121-139.

West, Jonathan P., LooSee Beh, and Meghna Sabharwal. 2013. Charting Ethics in Asia-Pacific HRM: Does East Meet West, Ethically? . *Review of Public Personnel Administration* 33(2): 185-204.

December 7: Presentations

 The instructor reserves the right to make reasonable alterations to the syllabus.

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.

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.