



PA 6345: Human Resource Management (Spring 2019)

Dr. Galia Cohen

Meetings: Monday 7:00pm-9:45pm

Class Location: AD 2.232

Office location: GR 2.202

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Office Hours: By Appointment Only

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Course Description

This course is designed to provide students a conceptual and practical framework for understanding the significant and complex role of human resources management within the realm of public administration. The role of the human resource manager is changing from compliance monitoring to strategic planning. Human resource managers are further challenged in the current economic downturn with budget shortfalls, layoffs, hiring freezes, and buy-outs. The course will thus examine the environment employees and employers operate in with special emphasis on the various paradoxes that surround the field of human resource management.

This is a graduate level introductory course to public human resource management. As such, the course will be conducted in a seminar style and will focus on extensive reading, class discussions and presentations. Students are expected to be active learners, lead class discussion on the assigned readings, analyze real cases, and produce quality academic papers.

Learning Objectives

The general goals of the course are:

- To better understand the major issues in public human resource management
- Understand the legal, ethical, and cultural environment under which public human resource management should operate.
- Examine the processes involved in selection, hiring, training, and compensating employees.
- 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.
- Improve the students' analytical and in critical thinking skills
- Enhance the students' oral communication skills and their ability to produce articulate written essays

Required Texts

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

Reeves. T. Zane. (2005). *Cases in Public Human Resource Management* (2nd ed.) Belmont, CA: Thomson-Wadsworth. ISBN: 9780534602406 (Henceforth referred to as **TZR**)

Grade Components

The grade for this course is based on the following components:

Class Attendance and Participation	10%
Midterm Exam	25%
Case Study Presentation (10pts) and Report (10pts)	20%
Discussion Board Questions for online class	20%
Final Paper	25%
	<i>Total: 100%</i>

**Grading Scale:

95-100	A
90-94	A-
85-89	B
80-84	B-
75-79	C
70-74	C-
< 69=	F

Description of Grade Components:

1. Attendance, Class participation, (Total 10%)

Your grade here is composed of three factors:

- a) **Attendance** – This is a graduate seminar style class, you are expected to arrive on time and attend all classes. Absence, tardiness to class and early departure will impact your participation grade. If you cannot attend class for personal or work related reasons, make sure you inform me in advance and submit your assignments on time.
- b) **Attendance on guest lecture day is mandatory and will not be excused.**

Other expectations:

- ✓ **Laptops are not allowed during class.** This is a seminar style class; laptops or tablets are not needed.
 - ✓ **Please do not text or use cell phones during class.**
- c) **Participation** - This is a seminar style class, and each student should be prepared to participate in each class. Participation requires reading the material in advance. Each student is expected to fully participate in readings discussions, case discussions, and in-class exercises.

2. Case Study Presentation and Report (20%)

Due: Day of your presentation

You will present a case from the Reeves text and submit a report answering questions about the case.

A. Presentation (10 pts.):

- Students will prepare a 15 minutes presentations using PowerPoint on a case that they choose (a list will be distributed in the first class).
- The presentation should include:
 - ✓ Brief description of the background/history revolving around the case, the actors involved, and the environment surrounding the case (i.e., specific constraints and opportunities affecting the decision). 2 min.
 - ✓ Your analysis and recommendations as the HR manager handling the case 8-10 min.
 - ✓ 1-2 questions ready to present for **class discussion:** Each Presentation will be followed by a 5-minute session for questions and answers based on your prepared questions. 5 min.
- You will be graded on content, clarity, presentation style, creativity, and the way you engage the class in the discussion.
- YOU WILL BE TIMED

B. Written Report (10 pts.):

- On the day of your presentation you will submit a 3 page written report responding to the questions asked at the end of each case.
- In your report, DO NOT DESCRIBE THE CASE! Simply answer the questions.

- Use formal writing to answer the questions, no conversation style writing. Be critical and analytical, these are real cases, research the case or the issue to support your answers.
- Make sure to support your answers with external academic sources (this means you will need to search for scholarly articles on your topic)
- The report should be double spaced with 1inch margin and 12 point font (Times New Roman) no longer than 3 pages.

3. Discussion Board Assignment (Total 20%)

Due: 2/11 10:00pm

On 2/11 our class will be held online instead of in the regular class setting. You will be responsible to complete the readings (articles and case) and answer the two questions that I will post on BB. Each question is worth 10 points.

To receive credit for this assignment your work must:

1. Post your OWN answer for EACH one of the questions (civil service question and case#17 question). That is a total of 2 posts. For these posts, you must supplement your answers with the readings and/or other academic sources.
Note: to post here you will need to click on the link for the online question and then click *“create thread”*
2. Reply to ANOTHER student’s answer for EACH one of the questions (civil service question and case question). That is a total of 2 posts. Here you are expected to express your opinion about your classmate’s answers. Note that “I agree/disagree” is not considered a quality response. You must explain why.
Note: to post here you will need to click on the link for the online question, then click on the student’s answer you would like to respond to, and then click *“reply”*
3. Overall, you should have **4 postings in total.**

4. Midterm Exam (25%)

Due: 3/4 10:00pm

Your exams should provide an articulate response to the questions and **must** integrate the course materials.

Please keep in mind that this is not an exercise in summarizing the readings. I am not interested in a summary or an outline of a chapter or an article, but rather in your ability to critically weave the main arguments of the reading in your answers.

You should link your answers to concepts from the readings or to bigger theoretical issues in public administration and public human resource management, and to current events. Feel free to draw comparisons with works read earlier or elsewhere. You may focus on a particular chapter, article, or portion of a larger work.

Your exams will be evaluated based on the clarity and strength of your writing as well as on the ideas you express. (The more critical and analytical your exam is, the better your grade will be.

5. Final Research Paper (25%)

Research Question Due: 4/8 @7pm

Final Paper Due: 4/29 @7pm

- For your final paper you must identify a research question related to public or nonprofit human resource management that puzzles and interests you and conduct research to answer the question.
The paper (maximum 15 pages, **NOT** including references/tables/charts).

**READ 'PAPER GUIDELINES' HANDOUT FOR DETAILED INSTRUCTIONS-
Handout can be found in BB**

- **A research question AND a one-paragraph description of your research topic is due on 4/8 @7pm and papers are due on 4/29@7pm.**

Your research question and abstract should be submitted on BB only!

Here's an example:

Research question: The relationship between performance evaluation measures in public sector and organizational productivity.

Abstract: Performance evaluations have long been used as an efficient way for employers to give feedback to their employees. However, some scholars are beginning to question whether this technique actually improves employee performance, or instead hinders organizational productivity. This paper seeks to explore the effectiveness of traditional performance evaluation measures in the public sector. Specifically, this paper will cover the history of the use of performance evaluation, the current strengths and weaknesses of personnel evaluation measures, and potential future strategies for employee feedback.

TENTATIVE CLASS SCHEDULE

PART I: FOUNDATIONS

**WEEK 1—1/14: Public Human Resource Management in the 21st Century
Evolution of the Public Service in the United States**

READINGS:

- Battaglio, Chapter 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): 424-436.
- Brewer, Gene A., and J. Edward Kellough. 2016. Administrative Values and Public Personnel Management: Reflections on Civil Service Reform. *Public Personnel Management* 45(2): 171-189.

WEEK 2—1/21: MLK DAY - NO CLASS

WEEK 3—1/28: Employment Law and Public Human Resource Management

READINGS:

- Battaglio, Chapter 3
- Goodman, D., & Cohen, G. (2017). Public Sector Employment at Will: A Critical Analysis of Ethical Concerns and Recommendations for Public Administrators. *Public Integrity*, 1-15.
- 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.
- Harcourt, Mark, Maureen Hannay, and Helen Lam. 2013. Distributive Justice, Employment-At-Will and Just-Cause Dismissal. *Journal of Business Ethics* 115(2): 311-325.

CASE PRESENTATION #29

Religious Freedom at Work: Too many charismas carols in the winter festival.

WEEK 4—2/4: Managing Motivation in the Public Service

READINGS:

- 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.

CASE PRESENTATION #25

Attendance Management: What's a single mom to do?

WEEK 5- 2/11: Development of Civil Service Systems in the US (ON-LINE CLASS)

***** THIS IS AN ON-LINE CLASS- DO NOT COME TO CLASS*****

READINGS:

- Goodman, D., & Cohen, G. (2017). Public Sector Employment at Will: A Critical Analysis of Ethical Concerns and Recommendations for Public Administrators. *Public Integrity*, 1-15.
- Cogburn, 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.
- Rubin, Ellen V., and J. Edward Kellough. "Does civil service reform affect behavior? Linking alternative personnel systems, perceptions of procedural justice, and complaints." *Journal of Public Administration Research and Theory* 22.1 (2012): 121-141.
- Thompson, James R. 2006. The Federal Civil Service: The Demise of an Institution. *Public Administration Review* 66(4): 496-503.

DUE: 2 Discussion Board Questions (on Blackboard) by 10:00pm:

1. Read the articles (can be found on BB) and answer discussion question (under "Discussion Board Assignment Part 1").
2. Read the case: *Hatch Act And Partisan Practices: Political Shoot-Out In The Lone Star State* (can be found on BB) and answer discussion question (under "Discussion Board Assignment Part 2").

WEEK 6- 2/18: Equal Employment Opportunity, Affirmative Action, and Diversity Planning

READINGS:

- 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.

**CASE PRESENTATION #13
Sexual Harassment: Jailhouse Follies**

PART II: FUNCTIONS

WEEK 7—2/25: Guest Lecture **MENDATORY ATTENDANCE **

WEEK 8—3/4: Midterm Exam

WEEK 9— 3/11: SPRING BREAK - NO CLASS

WEEK 10— 3/18: Recruitment and Selection

READINGS:

- Battaglio, Chapter 5 and 6
- 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.

**CASE PRESENTATION #1
Recruitment and Selection: Deer Valley hires a new coach.**

WEEK 11— 3/25: Pay and Benefits

READINGS:

- 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.

CASE PRESENTATION #7

Merit System Standards: Hiring the unqualified

WEEK 12— 4/1: Performance Appraisal

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.
- Ayers, Rebecca S. 2015. Aligning Individual and Organizational Performance: Goal Alignment in Federal Government Agency Performance Appraisal Programs. *Public Personnel Management* 44(2): 169-191.

CASE PRESENTATION #19

Performance Evaluation: To protect and to serve

WEEK 13— 4/8: Guest Lecture **MENDATORY ATTENDANCE******

Due: Research Question for final paper @7pm

PART III: THE FUTURE

WEEK 14— 4/15: Strategic Public Human Resource Management

READINGS:

- Battaglio, Chapter 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.

CASE PRESENTATION #18

Human Resources Planning: Smokey Bear is an Underfill

WEEK 15— 4/22: Training and Development

READINGS:

- Battaglio, Chapter 13: Public Human Resources Management Education
- Jacobson, W., Rubin, E. V., & Selden, S. (2002). Examining Training in Large Municipalities: Linking Individual and Organizational Training Needs. *Public Personnel Management*, 31(4), 485-506.
- Reese Laura A. and Karen E. Lindenberg (2003) The Importance of Training on Sexual Harassment Policy Outcomes. *Review of Public Personnel Administration* September 2003 23: 175-191

CASE PRESENTATION #20

Employee Development and Training: Fearless Freddy Fuego

WEEK 16— 4/29: Career Workshop: Resume writing and Interview Skills

****MENDATORY ATTENDANCE ****

****Bring 10 copies of your CV/Resume**

DUE: Final Paper by 7:00pm

Additional Course Policies

Class Decorum. No cell phones on or text messaging; no notebook computers on

Make-up Exams. None

Extra Credit . Subject to the instructor's discretion.

Late Work . 10% of assignment value is lost for each day overdue

Class Attendance. Obligatory. Attendance will be taken every class.

Classroom Citizenship. Civility and politeness are appreciated

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.htm>

Classroom Behavior

- All students are expected to conduct themselves in a manner that reflects the highest behavioral standards.
- Students are expected to arrive on time for class. Attendance will be taken every class.
- Electronic devices during the class meeting should be turned off.
- Classroom behavior that interferes with either (a) the instructor's ability to conduct class or (b) the ability of students to benefit from the instruction is unacceptable. Examples include routinely leaving the classroom early, using cellular phones, reading non-class related material, repeated talking in class without being recognized, talking while others are speaking, or arguing in any way that is perceived as "crossing the civility line." If the instructor feels that a behavior is disruptive, the student will be asked to leave the classroom for the day. If classroom behavior is determined to be inappropriate and cannot be resolved between the instructor and the student, the behavior may be referred for academic or disciplinary review.

ADDITIONAL UNIVERSITY DISCLAIMERS

<http://provost.utdallas.edu/syllabus-policies/>