**PA 5343-001**  
**HUMAN RESOURCES MANAGEMENT**  
**Fall 2009**

Monday: 7 p.m.-9:45 p.m. – WSTC 1.216

Instructor: Dr. Meghna Sabharwal  
Office Hours: Wednesday 2-4 p.m., and by appointment  
Office Location: WSTC 1.212  
Phone: 972-883-6473  
E-mail: meghna.sabharwal@utdallas.edu

**Course Description and Objectives**

This course provides an introduction to public human resource management, emphasizing both theoretical and applied topics. 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 class consists of several in-class exercises, case studies, and class discussions, all aimed at understanding the complexities that surround human resource management.

Course Objectives:

1. Introduce students to the study of human resource management  
2. Learn how human resource management operates in an era of civil service reform.  
3. Understand the challenges involved in achieving a diverse workforce and how to manage it.  
4. Understand the legal, ethical, and cultural environment under which human resource management should operate.  
5. Examine the processes involved in selection, hiring, training, and compensating employees.  
6. Examine ways to motivate employees and discuss the future of human resource management.  
7. Use real world cases, in-class exercises, and discussions to examine the issues that impact human resource management.

**Required Texts**


In addition, students will be required to review supplemental readings as directed by the instructor.
Class Requirements

Class participation - 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, current events discussions, and in-class exercises. In addition, every week you are required to submit two questions to the instructor based on the class readings. The questions should be e-mailed to the instructor no later than 7 p.m. on the Sunday preceding the class. The questions should be invigorating and thought-provoking.

Case study presentation - Working in groups of two, you will be required to present a case study from the Reeves text. Students should be prepared to make presentations using PowerPoint on a case that they choose (20 minute). The presentation should describe the case, present brief background/history revolving around the case, describe the situation of the case and discuss the legal/cultural/ethical environment surrounding the case. Finally, recommendations should be offered if you must find yourself in a similar situation. Students are encouraged to be creative in presenting their case. Presentations will be followed by a 5-to-10 minute session for questions and answers.

Midterm examination - There will be an in-class midterm examination on October 26. 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 format for the test will be questions that require short answers or essay-style responses.

Final research paper - A research paper assessing a key issue area in public human resource management is required. Professional journals as well as other scholarly works should be used in the preparation of your paper. Students are required to make a brief presentation of their findings (15 minutes) followed by a five-minute round of questions and answers near the end of the semester (November 30 and December 7). Students must submit an outline for approval by the instructor no later than October 5. Students are encouraged to discuss the progress of their research with the instructor during office hours or by appointment.

Guidelines for writing the research paper

You may examine the practice of any aspect(s) of public human resource management in an organization that you are knowledgeable about. All proposals will be in American Psychological Association (APA) style. Please refer to the 5th edition of the APA manual for format. Students are encouraged to use EndNote, RefWorks, or any other comparable bibliographic software. Note that the paper will be no more than 15 pages double-spaced with standard 12 point font and 1 inch margins. Please use appropriate citations and references.

The various components of your paper should cover the following:
1. A literature review of the aspect(s) of public human resource management that you are considering.
2. Discussion of the practice in the agency under consideration.
3. Does the organization’s practice differ from what you have reviewed in the literature and if so, how?
4. If you believe that the organization’s practice can be improved, discuss how it can be improved and any organizational obstacles that would provide resistance to such improvement. If obstacles exist, how can they be surmounted?
5. If you maintain that the organization’s practice is an improvement over what is contained in the literature, can that practice be applied in other organizations and if so, what would you envision as potential obstacles to implementing it in other agencies?
6. Are there any lessons to be learned from the way the organization you studied implemented the practice that other organizations would benefit from knowing about?
7. What is the future outlook regarding this topic and what are the implications of this for management and workers?

Note: A detailed document with steps for writing a research paper and an assessment form that outlines how your research paper will be graded will also be covered in an early seminar meeting.

**Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
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<tr>
<td>Case Study</td>
<td>15%</td>
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<tr>
<td>Midterm Examination</td>
<td>30%</td>
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<tr>
<td>Research Paper</td>
<td>40%</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89.9</td>
<td>B</td>
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<tr>
<td>70-79.9</td>
<td>C</td>
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<tr>
<td>60-69.9</td>
<td>D</td>
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<td>Below 60</td>
<td>F</td>
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**Extra Credit** – Due to the nature of this course, extra credit will not be awarded.

**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.

**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.
- Electronic devices during the class meeting should be turned off. In the event that a student legitimately needs to carry a pager or cell phone to class, prior notice and approval of the instructor is required.
- Discussion, inquiry, and expression are encouraged in this class.
- Disruptive behavior will not be tolerated. Students who display disruptive behaviors will be asked to leave the class.
- 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, 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.

Note: The instructor reserves the right to make changes to the syllabus.
# Course Calendar

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Topics Covered</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>August 24</td>
<td>Overview of Human Resource Management</td>
<td>Chapter 1</td>
<td></td>
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<tr>
<td>August 31</td>
<td>Human Resource in an Era of Reform</td>
<td>Chapters 2, 3, and 4 Case 7</td>
<td>Optional Reading – Condrey &amp;</td>
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<td></td>
<td>Guest Lecture by Dr. Paul Battaglio on Civil Service Reform</td>
<td></td>
<td>Battaglio, 2007</td>
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<tr>
<td>September 14</td>
<td>Workforce Diversity Issues</td>
<td>Chapters 7, 8, and 18 Case 12, 28</td>
<td>Case Presentation by Group 1</td>
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<tr>
<td>September 21</td>
<td>Legal environment of Human Resource Management</td>
<td>Chapters 17, 19, and 20 Case 13</td>
<td>Case Presentation by Group 2</td>
</tr>
<tr>
<td>September 28</td>
<td>Managing Human Resources</td>
<td>Chapters 11, 14, and 16 Case 14</td>
<td>Case Presentation by Group 3</td>
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<tr>
<td>October 5</td>
<td>Social and Ethical Considerations at Work</td>
<td>Chapters 12, 15 Case 30</td>
<td>Case Presentation by Group 4</td>
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<tr>
<td>October 12</td>
<td>Recruitment and Selection</td>
<td>Chapters 5, 23 Case 1</td>
<td>Case Presentation by Group 5</td>
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<tr>
<td>October 19</td>
<td>Motivating and Compensating Employees</td>
<td>Chapters 21, 26, and 31 Case 4</td>
<td>Case Presentation by Group 6</td>
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<td>October 26</td>
<td>Midterm – In-class</td>
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<td>November 2</td>
<td>Job Assessment and Productivity</td>
<td>Chapters 24, 27</td>
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<tr>
<td>November 9</td>
<td>Job Evaluation and Appraisal</td>
<td>Chapters 22, 23, and 25 Case 19</td>
<td>Case Presentation by Group 7</td>
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<tr>
<td>November 16</td>
<td>Integrating HR into the Organizational Mission</td>
<td>Chapters 28, 29, and 30 Case 18</td>
<td>In class Exercise</td>
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<tr>
<td>November 23</td>
<td>Future of Human Resource Management</td>
<td>Chapters 6, 9, 10, and Conclusion Case 24</td>
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<tr>
<td>November 30</td>
<td>In-class presentations</td>
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<tr>
<td>December 7</td>
<td>In-class presentations</td>
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<td>Final Papers Due</td>
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**Human Resource Journals**

There are relatively few academic journals that focus on the topic of public human resources management. Two high quality journals that focus on public HRM are *Review of Public Personnel Administration* and *Public Personnel Management*. *Public Administration Review*, *Public Performance and Management Review*, and *The Journal of Public Administration Research and Theory*, are all top academic journals that include articles on the topic of public HRM. You can access the full-text of many of the journals noted above through the University’s web site. You will need your student I.D. to gain such access.
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.
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 deal 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.