PA 3333-001
HUMAN RESOURCES MANAGEMENT
Fall 2012

Tuesdays and Thursdays: 11:30 a.m.-12:45 p.m.
Green Hall – 2.302

Contact Information

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Course Description

This introductory course provides an overview to public human resource management, emphasizing both theoretical and applied topics. 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, closures, mergers, 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. The class consists of several hands-on exercises, case studies, and class discussions, all aimed at understanding the complexities that surround human resource management.

What you will learn:

1. Introduction to the study of human resource management
2. Understand the challenges involved in achieving a diverse workforce and how to manage it.
3. Understand the legal environment under which human resource management operates.
4. Understand the recruitment and selection process.
5. Examine ways to motivate employees and compensate employees.
6. Examine various job analysis and evaluation methods.
7. Examine emerging trends and practices that will affect the way organizations manage their human resources in the future.
8. Examine the various paradoxes that confront human resource professionals and employees.
Required Texts


Optional


In addition to the texts, short articles or reports are assigned as readings throughout the semester.

How to demonstrate what you learn

Each student should be prepared to participate in each class. Participation requires reading the material in advance and being on time for class. Each student is expected to fully participate in chapter discussions, case discussions, and in-class exercises. Note that participation is not merely class attendance, although you must be in class in order to participate! Although I will not be formally recording your attendance at every lecture, I do take notice of participation in our class discussion. If you know that you will not be able to attend class for personal or work related reasons, make sure you inform the professor in advance and submit your assignment. In short, come to class, read the material, take notes, and participate. Remember every student’s opinion counts, and the more you participate the more meaningful your learning experience will be.

Group Training Presentation (15 points)

Since organizations rely on the cooperative efforts of their members to accomplish their goals, you will also be expected to work cooperatively to accomplish assignments. Students will self-select into teams of 3-4 students. The instructor will provide a list of topics to sign-up the first week of class. The task of your team will be to develop a 30-45 minute training program on this topic. **This is not an exercise in providing a detailed summary of the readings**, but to use movies, case studies, TV programs, video clips, role play, stories, or games to communicate the most interesting things you have learnt from the readings. The group must clearly discuss how the movies, programs, clips, or stories match the class readings or the theories. Have fun with the topic!

**Each member of the group must participate in the presentation.** The group will e-mail their presentation (power point or Prezi) and all training materials to the professor prior to their presentation.

The process for working together is a key element of this assignment. Peer evaluations of each team member, yourself as well as assessment of the team performance will be
conducted. Each group will present in one class session. You can include this in your resume.

Things to remember:

- “Tell” the class what you like (agree) most and what you dislike (disagree) most about the ideas in the reading material
- You can use visual aids, play video clips, current events, scenarios, games…whatever that you can think of to teach and impress the audience
- Make sure you leave 5-10 minutes for questions.
- If you will use some materials (e.g. video clips) on the computer or other instruments, please come to the classroom early to set it up and test.
- This is a group assignment and it is your responsibility to make it work, otherwise the entire group’s grade will be affected.

Case study presentation (10 points)

Case presentations will be made from the Reeves text. Students should be prepared to make presentations using PowerPoint/Prezi on a case that they choose (no more than 15 minutes). The presentation should: briefly describe the background/history revolving around the case, describe the actors involved, discuss the environment surrounding the case, i.e., specific constraints and opportunities affecting the decision. 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. Please have 2-3 questions ready for class discussion. You will be graded on content, clarity, presentation style, and creativity.

Note: You will stay with the same group for both the training and case study presentation. I fully expect the groups to resolve their conflicts and problems among themselves. If there is a free-rider in your group, please indicate it in your evaluations. Anyone free-riding and not contributing to the group’s success will get a zero.

Quiz (15 points)

There will be two in class quizzes (multiple choice questions). Each quiz will be 7.5 points. First quiz will be on October 4th and the second quiz will be on November 6th.

Assignment (10 points)

Interview with a public/non-profit/for-profit human resources manager. The assignment details will be provided on eLearning. The assignment is due on December 11th (final day of the class).
Midterm examination (25 points)

There will be an in-class closed book midterm examination on October 11th. The format for the test will be 50 multiple-choice questions. A review session will be conducted prior to the test on October 9th. Please bring 882E scantron the day of the test (bring an extra, just in case you mess-up!).

Final examination (25 points)

There will be an in-class closed book final examination on December 11th. 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 50 multiple-choice questions. A review session will be conducted prior to the test on December 6th. Please bring 882E scantron the day of the test (bring an extra, just in case you mess-up). Materials covered after the midterm will be included.

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

Grading

Training Assignment – 15 points
Case Study – 10 points
Assignments – 10 points
Quiz – 15 points (two -7.5 points each)
Midterm Examination – 25 points
Final Examination – 25 points

Total: 100 points

Grading Scale

Grades are awarded to reflect students’ performance on assignments/exams/case presentation and students’ useful contributions to class. Students earning 90 points or above on the graded assignments will earn an A+/A-; grades of 80-89 represent a B-/B/B+; grades of 70-79 represent a C-/C/C+.

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 cell phone to class, prior notice and approval of the instructor is required.
- **You are allowed to use a laptop solely for note taking purposes.** If I find you browsing the internet or using the computer for non-class related work, I will ask you to leave my classroom.
- Discussion, inquiry, and expression are encouraged in this 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, 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/

**Detailed Course Schedule**

**Week 1: August 28 and 30th**

- Introductions
- Syllabus
- Signing up for case presentation and training exercise
- Introduction to HRM
**Week 2: September 4 and 6**

The Public Service Heritage

**Readings**

- Chapter 1 Berman (Sept 4)

**Week 3: September 11 and 13**

Workforce Diversity

**Readings**

- Read report: “Young Gay Workers Predict Workplace Challenges.” (see on eLearning)
- Case 14 TZR – September 11
- Training –September 13th and Case 28 TZR

Additional Reading
[http://govinfo.library.unt.edu/npr/initiati/benchmk/workforce-diversity.pdf](http://govinfo.library.unt.edu/npr/initiati/benchmk/workforce-diversity.pdf)

**Week 4: September 18 and 20**

Legal Rights and Responsibilities

**Readings**

- Chapter 2 Berman
- Other forms of Discrimination – GINA (Genetic Information Nondiscrimination Act). Read report on eLearning titled: “Genetic Information Discrimination.”
- Case 12 TZR – September 18
- Training – September 20th and Case 13 TZR

Additional Reading


“Most Employers Unknowingly Affected by GINA” (see on eLearning)
**Week 5: September 25 and 27**

Unions and Collective Bargaining

**Readings**

- Chapters 11 and 12 Berman
- Case 9 TZR – September 25
- Training – September 27th and Case 10 TZR

**Week 6: October 2 and October 4**

Recruitment: From Passive Posting to Social Media Networking

**Readings**

- Chapters 3 Berman
- Short video on Federal Hiring Reform: [http://www.youtube.com/watch?v=8cl4Mi84N9E](http://www.youtube.com/watch?v=8cl4Mi84N9E)
- Federal Hiring Reform- “Wanted: Shorter time to hire.” Read report on eLearning
- Training (October 2)

October 4 – First Quiz (conducted by TA)

**Week 7: October 9 and 11**

October 9: Midterm Review
October 11: In-class Midterm Examination

**Week 8: October 16 and 18**

Selection: From Civil Service to Decentralized Decision Making

**Readings**

- Chapter 4 Berman

**Note:** No class on October 18, 2012 – Will be at the NASPAA Conference.
**Week 9: October 23 and 25**

Position Management

**Readings**

- Chapter 5 Berman
- HR Guide to Job Analysis: [http://www.job-analysis.net/G051.htm](http://www.job-analysis.net/G051.htm)
- Case 18 TZR – October 25<sup>th</sup>
- Training – October 25<sup>th</sup>

**Week 10: October 30 and November 1**

Job Appraisal, Evaluation, and Assessment

**Readings**

- Chapter 10 Berman
- Case 19 TZR – October 30
- Training – November 1 and Case 23 TZR

**Week 11: November 6 and 8**

Compensating Employees

**Readings**

- Chapters 7 Berman
- Pay for Performance: [http://www.sciencedaily.com/releases/2010/05/100502173501.htm](http://www.sciencedaily.com/releases/2010/05/100502173501.htm)
- Quiz 2 – November 6
- Training – November 8 and Case 4 TZR

**Week 12: November 13 and 15**

Motivating Employees

**Readings**

- Chapters 6 Berman
- Rise Above the Fray: Options for Dealing With Difficult People at Work: [http://humanresources.about.com/od/workrelationships/a/difficultpeople.htm](http://humanresources.about.com/od/workrelationships/a/difficultpeople.htm)
- Training – November 15
Week 13: November 20 and 22

NOTE: No classes November 20 and 22 (Fall break and Thanksgiving)

Week 14: November 27 and 29

Employee Friendly Policies

Readings

- Chapters 8 Berman
- Training – November 29th and Case 5 TZR

Week 15: December 4 and 6

Training and Development and Future of HRM

Readings

- Chapter 9 Berman
- Conclusion Chapter Berman
- Training (December 6) and Final Exam Review session – December 6th

Week 16: December 11

In-class final examination

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