Contact Information

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Course Description

This course provides an introduction to human resource management, emphasizing both theoretical and applied topics in public and nonprofit organizations. 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 role of the human resource manager is changing from compliance monitoring to strategic planning. The course will thus examine the historical context and the current conditions of public sector HRM. The purpose of this course is to develop basic skills necessary to effectively manage human resources. The class consists of several case studies and in-class discussions, all aimed at understanding the complexities that surround human resource management.

What you will learn:

1. Introduced 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 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 with special emphasis on strategic human resource management.
**Required Texts**


In addition to the texts, articles from journals available on eLearning

**How to demonstrate what you learn**

**Class participation – 25%**

This is a seminar style class, and 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. In short, your absence will impact your participation grade. In addition, tardiness to class and early departure will also lead to reduced participation grades. 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. Personal and family circumstances can require class absence. Students should contact the professor about such absences before the class.

Beginning September 12 one student will be responsible for leading the class discussion. Introduce the substantive theme of the week to your peers through an interactive presentation. The presentations should introduce the general theme covered in the assigned week and facilitate a discussion of the concept. Students leading the discussion will provide a very brief summary of that week’s materials and have questions for the group to initiate discussion and dialogue. In addition, students leading the discussion should bring to class additional material/s (reports, current events, articles) that relate to that week’s readings, which will help enhance your personal learning experience and that of your fellow colleagues. During the course of the semester you will lead the discussion twice during the semester. Sign-up sheet will be provided by the instructor the first day of class. **Please note the presentation should NOT be a presentation of the reading, it should illustrate the theme of the week and guide a follow-up discussion through thoughtful questions.** Grading criteria for the presentation include:

1. Appropriate focus of the presentation to reflect the general theme of the week;
2. Effectiveness of the activity/materials used to illustrate the substantive theme of the week;
3. Degree of organization and clarity in guiding the presentation.
4. Questions used to lead the discussion

**Weekly Critiques – 30%**

Every week you are required to write a 2 to 3 page critique of the assigned readings. **Please keep in mind that it is not an exercise in summarizing the readings.** Summaries will get a lower
grade. Discuss your thoughts on the reading, including general themes, disagreements, and any insights you gleam from the reading that can be applied to current events. Additionally, please include how HRM can positively impact an organization. I’m not looking for an outline of the reading. The reaction papers will be due at the start of the class each week. You can choose to write a critique on any 10 of the 12 topics.

**Case study presentation – 10%**

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 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.

**Final research paper – 35%**

A 10-12 page research paper assessing a key issue area in public human resource management is required. You may examine the practice of any aspect of human resource management in a public sector or non-profit organization of your choice. A minimum of 15 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 (10 minutes) followed by a five-minute round of questions and answers near the end of the semester. Students must submit a one-page outline for approval by the instructor on October 17th. Students are encouraged to discuss the progress of their research with the instructor during office hours or by appointment. The paper comprises 35 percent of your final grade (30 points for the written paper and 5 points for presentation). Please e-mail me a copy of the final paper no later than 7pm on December 5th. I encourage students to submit drafts of their papers for feedback few weeks prior to the due date.

*Guidelines for writing the research paper*

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 must be used in all assignments where appropriate. Students should only use footnotes for further explanation of a topic in the paper; footnotes should not be used for reference citations. Aesthetic guidelines:

One-inch margins on all sides
12-point font size
Times New Roman or comparable sized font style
Double spacing
Left justification (right justification is optional)
Number the pages
Cover page including, at a minimum, student name, ID number, assignment title, and date
Page limitation – 10 to 12 pages

The various components of your paper should cover the following:

1. A literature review of the aspect of public human resource management that you are considering. While this paper should include reference to relevant literature, it is not to be a literature review paper alone. It is to focus on a concrete and specific problem, and address how that problem might realistically be addressed.
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?

List of possible topics:

1. Equal employment opportunity and affirmative action.
2. Background checks and negligent hiring.
3. A closer look at the connection between workplace violence and employer
4. Actions such as grievance handling, disciplinary action, and terminations.
5. The importance of performance appraisals to the organization and its employees.
7. Accident prevention: the development of safety programs.
8. Job accountability: Should companies use performance appraisals?
10. Trends in employee training programs.
11. Pros and cons of employee selection tests.
12. Interviewing 101: Ways to make the interviewing process a more valid predictor of employee success.
13. Workforce discrimination: Does it still exist?
15. Job applications and interviewing: Legal implications and other related issues.
17. The role of labor unions in today’s workforce
18. Reverse discrimination
19. Spirituality in workplace
20. Demographic changes and their effects on the work force.
21. Flexible work arrangements
22. Any other topic (subject to approval by the professor)

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**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation</td>
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<td>Case Study</td>
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<tr>
<td>Weekly Critiques</td>
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<td>Research Paper</td>
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**(30% written and 5% presentation)**

**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](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, 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/

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

Detailed Course Schedule

August 29 – Introduction; syllabus; what to expect; assignments; sign-up for case study and leading class discussion.

September 5 – Labor Day, no class

September 12 – Civil Service Reform

- Chapter 1 Pynes
- Case 7 TZR

September 19 - Workforce Diversity

- Chapter 4 – Pynes
- Chapter 14 – Condrey - Understanding organizational climate and culture
- Ban, C and N. M. Riccucci. Chapters 7 and 8 titled: Managing diversity in the government workplace and Lesbians and Gay Men in the public-sector workforce. (pages 85-111)
- TZR – Cases 12 and 28
September 26 - Legal Environment under which HR operates

- Chapter 3 – Pynes
- Chapter 21 – Condrey - The Americans with Disability Act

October 3 – Labor Management Relations

- Chapter 12 – Pynes
- TZR – Case 10

October 10 – Job Analysis

- Chapter 6 – Pynes
- Chapter 24 – Condrey - Applying effective job analysis methods
- HR Guide to Job Analysis: [http://www.job-analysis.net/G051.htm](http://www.job-analysis.net/G051.htm)
- TZR – Case 18

October 17 – Recruitment and Selection

- Chapter 7 – Pynes
- Carolyn Ban, Alexis Drahnak-Faller and Marcia Towers. Human Resource Challenges in Human Service and Community Development Organizations: Recruitment and Retention

- TZR – Case 1
- One page outline due

**October 24 – Performance Management**

- Chapter 8 – Pynes
- Chapter 23 – Condrey - Designing effective performance appraisal systems
- TZR – Case 19

**October 31 – Compensation and Benefits**

- Chapters 9 and 10 – Pynes
- Chapter 27 – Condrey - Designing and creating an effective compensation plan.
- TZR – Cases 4 and 6

**November 7 - Training and Development**

- Chapter 11 – Pynes
- Chapter 13 – Condrey - Increasing organizational investment in employee development.
- Diversity Training Pitfalls to Avoid: Report by SHRM
- TZR – Case 20
November 14 – Volunteers in the Public and Nonprofit Sectors

- Chapter 5 – Pynes
- Chapter 10 – Condrey - Using volunteers in the workplace
- TZR – Cases 13 and 16

November 21 – Strategic Human Resources Management and Technology

- Chapter 2 and 13- Pynes

November 28 - Future of HRM

- Chapter 14 – Pynes

December 5 – Presentations

Final paper submissions (both in hard and soft copy).