Robert F. Wagner Graduate School of Public Service
New York University

DEVELOPING HUMAN RESOURCES

PADM – GP.2135.001

Spring 2017

Thursday 6:45 – 8:25 pm

GCASL Room 275
(238 Thompson)

Professor Frederick Lamster
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Office Hours: By appointment only

Course Description

This course provides an overview of the people management (“Human Resources”) responsibilities of a manager. Across sectors, managers today are expected to maximize the performance and potential of their direct reports to manage to the organization’s strategic plan and deliver on their organization’s mission and objectives/goals. Through this course you will develop an understanding of how to translate an organization’s strategy, mission and goals into practical perspectives and processes to advance the organization through its people. We will begin with a focus on the context, challenges and HR responsibilities of a leader and manager. From there, we will take a practical look at essential organizational processes including: Recruitment and Selection, Goal Setting, Coaching and Feedback, Performance Appraisal, Organizational Culture, Onboarding, Diversity, Leadership and much more. Finally, will look at how all of these factors influence Employee Engagement and the creation of an organizational culture. As we go, we will look at each topic from the perspective of the organization, the manager and the employee.

We will emphasize practical application through class discussions and reflections on students’ experiences at work and in school.

By the end of the course you should: understand the HR responsibilities of a typical manager in a public or nonprofit organization; be familiar with potential options to approaching different HR processes, and understand the tools available that you can use to encourage your team and yourself towards excellence.
Course Expectations

- Since Managing Public Service Organizations is a prerequisite for this course, you will be expected to be familiar with the material from that course.

- You will be asked to reflect on your own work experience as part of thinking about and applying new concepts.
  - Many of you come in with at least a year or two of full-time work experience, which should be directly relevant.
  - For those of you without this experience, draw on internships, summer jobs... even your experience as a student in a large organization like NYU may well be relevant.

- You will learn more if you come prepared to reflect on your own experience, your work styles, preferences and behaviors, and your embedded ways of thinking.

- As you are graduate students, you are expected to take responsibility for your own learning.
  - This also means that if there is something you don’t understand or is not working for you, you will raise the issue either in class or in a conference.

- While I hope you will learn from me and the course materials, I also expect that much of your learning -- and mine -- will be from each other.
  - Class participation is extremely important, so come to class preparation to reflect on and discuss the readings.

- You will be expected to come to class having read all the assigned readings for that week and that you will be prepared to share your thoughts on them.

Course Texts

- Required: Course packets are available at the Unique Copy Center.
- Required: Check NYU Classes every week for announcements, reminders, assignments, etc.

Course Assignments:

There are four course requirements; each accounts for a percentage of your grade. Here is an overview:

<table>
<thead>
<tr>
<th>Percentage</th>
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<tbody>
<tr>
<td>Job Posting and Interview Questions</td>
<td>25%</td>
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<tr>
<td>Performance Appraisal critique</td>
<td>25%</td>
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<tr>
<td>Final paper on organizational culture</td>
<td>35%</td>
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<tr>
<td>Class participation</td>
<td>15%</td>
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<tr>
<td>Total</td>
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</tbody>
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Assignment Format

All papers should be double-spaced and have 1-inch margins and use 12 pt. Arial font. Your papers should have a cover page, and I expect that all your written work will be carefully written, in full sentences and proofread before you turn it in.

Papers should be handed in at the beginning of the class on the day they are due and emailed to me one hour before class begins on the day they are due; if both are not met, they will be considered one day late and you will be penalized.

- Late assignments will lose one letter grade for each day they are late (which begins immediately after the start of class)
- If you are facing some kind of serious and urgent situation that could delay turning in the assignment, contact me as soon as possible to discuss other arrangements.

Assignment Overview

Job Postings and Interview Questions: The Importance of Bringing in the Right People

Due no later than MARCH 2

For this assignment, you will go on-line and find an example of a poorly written posting for a not-for-profit or for-profit position. You will fully critique it, revise it and create behaviorally-based interviewing questions each of the individuals who will be a part of the interview process. We will discuss the parameters of the assignment in class the week before it is due. You will need to bring two copies of this assignment to class the day it is due.

Performance Appraisal Review: Making a Performance Review Work for the Organization and Staff

Due no later than March 23rd

For this assignment, you will be required to evaluate the performance review documents in your current organization. Pick any two and fully critique them. You will be asked to look at each of them from the perspective of the organization, the manager and the employee as well as from the perspective of how they support the strategic plan and the goals/objectives of the organization. You will receive a detailed description of the assignment in class the week before it is due.

Final paper: How Culture Defines the Organization and its Implications on Employee Engagement.

Due no later than May 4th

Drawing on the readings, lectures and class discussions you will analyze the culture of an organization you have worked for, consider its impact on employee engagement and make suggestions for improving the culture in this 7-10 page paper. More details will be provided after the class on Employee Engagement.
Class Participation: I hope this class will be informal, talkative, humorous and happy. I encourage you to think out loud and try out ideas in class. As noted in the course expectations, I consider class participation to be central to our ability to learn from each other. Furthermore, being an effective manager requires – at a minimum -- sharing one’s ideas and thoughts in small and large groups. Therefore, class participation is a major component (15%) of the grade. This includes attending each class, paying attention to the discussion, and contributing thoughtfully. It also means having done the readings and being prepared to answer questions and give your opinion. Given how important participation is, please turn off all electronic devices (cell phones, pagers, laptops, iPads, iPods etc. etc.) when you enter the classroom.

“A” Level Participation

- Absent no more than once during the semester. Sends email ahead of time to tell professor that you will miss class.
- Offers input often (roughly once per class). Note: offering input (raising you hand) does not mean you will always be called upon.
- Comments are clear, succinct, and relevant to the current conversation.
- Takes risks in answering difficult questions or offering unpopular ideas.
- Is prepared for class, as evidenced by:
  - Applying ideas from the readings to the discussion
  - Challenging or extending ideas in the readings
  - Integrating or contrasting ideas from current readings with previous readings

“B” Level Participation

- Absent no more than twice. May not send email to professor ahead of time.
- Offers input occasionally.
- Comments are sometimes unclear, long-winded or not relevant to discussion.
- Answers questions but rarely takes risks.
- Is prepared for class (see above)

“C” Level Participation

- Absent no more than three times. Doesn’t email professor ahead of time.
- Offers input rarely.
- Is unprepared for class

Course Readings and Assignments and where to find them:

B = Book

N = NYU Classes

O = On-line
**Initial Syllabus – DEVELOPING HUMAN RESOURCES**

Week 1 (January 25th) **Overview**

*HR Structure and Functions*
- Cappelli, Peter. “Why We Love to Hate HR…and What HR Can Do About It” (N - HBR)

Week 2: (February 2nd) **Introduction to HR and Leadership**

*The Importance of Culture*
- Ulrich, Dave. *Human Resources Champions: “The Next Agenda for Adding Value and Delivering Results”*. Chapters 2, 6; pages 23-37, 151-188)
- McCall, Morgan. *High Flyers*. Chapters 1-2; pages 1-60
- Letts, Christine. *High Performance Non-Profit Organizations*. Chapters 1-3; pages 1-57 (B)

Week 3: (February 9th) **Legal Environment/Risk Management**

*The Legal Environment of Human Resources Management*
- Reading: Research and read summaries about the following landmark Supreme Court cases (it is not necessary to read the entire case):
  - Ledbetter vs Goodyear Tire and Rubber
  - Griggs vs Duke Power
  - Vinson vs Meritor Savings Bank
- Key Employment Laws:
  - [http://www.thehrspecialist.com/2783/The_10_Employment_Laws_Every_Manager_Should_Know.hr?cat=tools](http://www.thehrspecialist.com/2783/The_10_Employment_Laws_Every_Manager_Should_Know.hr?cat=tools)
- In December 2016, a major change occurred in how government classifies workers: who is and isn’t eligible for overtime. This has major implications for non-profit organizations
  - Read the history of the Fair Labor Standards Act
  - Come prepared to summarize the changes and to discuss how non-profit organizations have reacted to the new regulations, and what long term impacts there might be

Week 4: (February 16th) **Recruitment and Diversity**

*Job Design*
*Getting the Right People*
*Agreeing What the Job is and What Success Will Look Like*
- Thomas, David; Ely, Robin. “Making Differences Matter: A New Paradigm for Managing Diversity” (N - HBR)
- Dobbin, F., Kalev. A. "Why Diversity Programs Fail". (N - HBR 8/2016)
- McCall, Morgan. *High Flyers*. Chapter 3, pages 61-83
Week 5: (February 23rd)  
**Interviewing and Selection**

*Building a Job Spec*  
*Determining Deliverables*  
*Interview Styles and Formats*

- McCall, Morgan. *High Flyers*. Chapter 4-5, pages 83-141 (B)  
- “The 10 Deadly Job Interview Mistakes (and How to Avoid Them)” (N)

Week 6: (March 2nd)  
**Onboarding**

*Developing a Plan*  
*Role of the Manager*  
*Setting Strategy*  
*Goal setting*  
*Coaching*

- Keller Johnson, L. "Rapid Onboarding at Capital One" (N - HBR)

Week 7: (March 9th)  
**Feedback and Performance Management**

*Performance Evaluation*

- Hodge, Roger. "Zappos: Getting Rid of the Bosses" (N)  
- Soyuza, B. "Transforming Employee Performance One Coaching Conversation at a Time" (N - European Bus Review 9/20/2012)  
- Baron, James. Kreps, David. *Strategic Human Resources for General Managers*. Chapter 10; pages 210-242 (N)

Week 8: (March 23rd)  
**Leading Change**

- Kirby, J., Griffin, J. "Lessons From a Failed Change Agent" (N - HBR 02/2011)  

Week 9: (March 30th)  
**Retention Planning**  
*Sharon Tunstall (Guest)*

*Determining/Identifying Key Performers*  
*9-Box*  
*Distortion*  
*The Concept of Development and Org Planning*

- Ross, Judith. “Five Ways to Boost Retention”. (N – HBR)  
- Garland, Paul. "Why People Quit Their Jobs". (N – HBR)
Week 10: (April 6th)  
**Leadership Development and Career Planning**

*Developing the Individual and the Organization*
- Charam, Ram, Drotter, Steve, Noel, Jim. *The Leadership Pipeline*. Chapter 8; pgs. 163-178 (B)
- McCall, Morgan. *High Flyers*. Chapter 6-7; pages 141-182
- Letts, Christine. *High Performance Non-Profit Organizations*. Chapter 5-6; pages 85-128 (B)
- Brenker, Kerry, Kram, Kathy, Tong, Sharon. “The Young and the Clueless”. Pages 80-87 (N)

Week 11: (April 13th)  
**Compensation and Benefits**  
*Jonathan Harvey (Guest)*

*Comp Planning and Total Rewards*

Week 12: (April 20th)  
**Succession Planning**

“Tiering” talent  
*Editing*  
*Distortion*
- Charam, Ram, Drotter, Steve, Noel, Jim. *The Leadership Pipeline*. Chapter 10; pgs. 205-227 (B)
- McCall, Morgan. *High Flyers*. Chapter 8 and Appendix; pages 183-232

Week 13: (April 27th)  
**Employee Engagement**

*Surveys*  
*Action plans*  
*Volunteerism*  
*Internships*
- “How to Foster Outrageously Awesome Employee Engagement”. Fast Company (N)

Week 14: (May 4th)  
**Recap and Summary**

- Letts, Christine. *High Performance Non-Profit Organizations*. Chapter 9-10; pages 169-202 (B)