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

DEVELOPING HUMAN RESOURCES
PADM – GP.2135.001
Spring 2012
Wednesdays 6:45 – 8:25 pm
19 West 4th Street, Room 102

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Office Hours: by appointment only
Puck Building
295 Lafayette Street (3rd Floor)

Course Description

This course provides an overview of the people management ("HR") responsibilities of a manager. Across sectors, managers today are expected to maximize the performance and potential of their direct reports to deliver on their organization's mission and goals. Through this course, you will develop an understanding of how to translate an organization's mission and goals into practical 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. We'll take a practical look at essential organizational processes including: Recruitment and Selection, Goal Setting, Coaching and Feedback, Performance Appraisal, Organizational Culture, Diversity, Leadership and much more. Finally we'll look at how all of these factors influence Employee Engagement. We'll examine each of these topics 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 approaches to different HR processes; and understand the range of tools you can use to encourage your team 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. Most importantly, this course assumes that you know how to analyze a case, both for class discussion and for a written memo.

- I'll often ask you 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, I assume that you can take responsibility for your own learning. That is an abstract concept, but what it means in practice is that you do your best to find a meaningful way to connect with the material, to make it relevant for you. It also means that if there is something you don’t understand or that is not working for you, you will let me know.

- 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. For that reason, class participation is extremely important, so come to class prepared to reflect on and discuss the readings.

**Course Texts:**

- Required: Course packets are available at the Unique Copy Center.
- All readings will be available on reserve at Bobst Library.
- Check Blackboard 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>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Job Posting and interview questions</td>
<td>25%</td>
</tr>
<tr>
<td>Performance Appraisal critique</td>
<td>25%</td>
</tr>
<tr>
<td>Final paper on organizational culture</td>
<td>30%</td>
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<tr>
<td>Class participation</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Assignment Format:**

All papers should be double spaced and have 1-inch margins and use 12-point font. Papers should be handed in at the beginning of the class on the day they are due and be posted on Blackboard one hour before class begins on the day they are due; if both are not met, they will be considered one day late.
NOTE: 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 February 22, 2012 in class and posted on-line

For this assignment, you will go on-line and find examples of good and deficient job postings. You will answer questions about each, revise the deficient job posting and create behaviorally-based interviewing questions for the posting you revise. You will receive a detailed description 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.


For this assignment, you will be given copies of two different performance evaluation forms currently in use in organizations. You will be asked to look at each of them from the perspective of the organization, the manager and the employee. 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 May 2, the last day of class and posted on-line

Drawing on the readings, lectures and class discussions, you will analyze the culture of an organization you have worked for or with which you are familiar, consider its impact on employee engagement and make suggestions for improving the culture in this 10 - 11 page paper. More details will be provided after the class on culture.

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 (20%) 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. Given how important participation is, please turn off all electronic devices (cell phones, pagers, laptops, iPads, iPods 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 will miss class.
• Offers input often (roughly once per class). Note: offering input (raising your 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:
  o Applying ideas from the readings to the discussion
  o Challenging or extending ideas in the readings
  o 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
Note: If the reading is available on Blackboard, it is followed by “on-line.” The other readings (except the three books) are in the course packet.

In preparation for class on 1/25 – Class Overview (no readings)

In preparation for class on 2/1 - Intro to HR and Leadership: Setting the course

In preparation for class on 2/8 - Culture and Change


In preparation for classes on 2/15 and 2/22 - Recruitment and Selection – The Importance Of Getting (and keeping) The Right People

- Legal Guidelines for Interviewing” Boston College website. (on-line)

Assignment 1 – Due February 22, 2012

In preparation for class on 2/29 - Goal Setting – Ensuring We’re Going In The Right Direction


In preparation for class on 3/7 - The Legal Environment

In preparation for the class on 3/21 - The Changing Role Of The Manager

- Read Case Study “Layoffs in the Public Sector”. From the Electronic Hallway, administered by the Evans School of Public Administration at the University of Washington

In preparation for the class on 3/28 - Performance Management – Focusing on Achievement and The Art of Giving Coaching and Feedback


Assignment 2 – Due March 28, 2012

In preparation for the class on 4/4 - Volunteers


In preparation for the class on 4/11 - Developing The Individual

In preparation for the class on 4/18 - Developing The Organization


In preparation for the class on 4/25 - Diversity and Inclusion

- Stone, P. 2009. “Getting to equal: Progress, pitfalls, and policy solutions on the road to gender parity in the workplace”. Pathways (Center for the Study of Poverty and Inequality, Stanford), Spring. (on-line)

In preparation for the final class 5/2 – Quality of Work Life, Pulling It All Together


Final Paper – Due May 2, 2012