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 of 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, Diversity, Leadership and much more. Finally, will look at how all of these factors influence Employee Engagement. 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 approaches to different HR processes, and understand 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.
- 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. It also means that if there is something you don’t understand or 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 preparation to reflect on and discuss the readings.

• I expect you will 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: Johnson, Spencer 1998. Who Moved My Cheese? London: Vermilion (available on Amazon.com for less than $4.)


• 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>Requirement</th>
<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>
<td>100%</td>
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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 well written, in full sentences and proof read 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.
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 October 9, 2012 in class and emailed to me

For this assignment, you will go on-line and find an example of a poorly written posting for a not-for-profit job. You will answer questions about it, revise it and create behaviorally-based interviewing questions for it. 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.**

**Performance Appraisal Review:** When Performance Management Benefits An Organization.  Due November 20, 2012 in class and emailed to me

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 December 11, 2012 the and emailed to me

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 10 - 12 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 (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:
  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 and where to find them:

**B** = Book
**BB** = Blackboard
**P** = Packet

*In preparation for class on 9/4 – Class Overview (no readings required)*

*In preparation for class on 9/11 - Intro to HR and Leadership: Setting the course*

• Fiske, Rosanna M., 2011. **The Business of Communicating Values.** HRB Blog Network **BB**
In preparation for class on 9/18 - Culture and Change


No Class 9/25 – no readings

In preparation for classes on 10/2 and 10/9 - Recruitment and Selection – The Importance Of Getting (and keeping) The Right People

- Legal Guidelines for Interviewing” Boston College website. BB
- Assignment 1 – Due October 9, 2012

No Class 10/16 – Fall Break – no readings

In preparation for class on 10/23 - The Legal Environment

In preparation for class on 10/30 - Goal Setting – Ensuring We’re Going In The Right Direction


In preparation for the class on 11/6 - The Changing Role Of The Manager


In preparation for the class on 11/13 - Performance Management – Focusing on Achievement and The Art of Giving Coaching and Feedback

- Assignment 2 – Due November 20, 2012
In preparation for the class on 11/20 - Developing The Individual And Developing The Organization


In preparation for the class on 11/27 – Volunteers & Working With Virtual Teams

- Zofi, Yael, AMACOM, “A Manager’s Guide To Virtual Teams” BB
- Travis, Anna, HRPS volume 35/Issue 1. 2012. “Why cross cultural communication is critical to virtual teams and how to overcome the intercultural disconnect.” BB

In preparation for the class on 12/04 - 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. BB
In preparation for the final class 12/11 – Quality of Work Life, Pulling It All Together (Final paper due)


In preparation for potential Class on 12/17 - TBD