

Robert F. Wagner Graduate School of Public Service
New York University
DEVELOPING HUMAN RESOURCES
P11.2135/001
Spring, 2016

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Tuesdays, 6:45 – 8:25
GCASL 369
Office Hrs: Tues 4 – 5 pm (but pls make appt.)
or by appt. other times

Course Description

Designed for public and non-profit managers rather than human resource professionals, this course gives a broad overview of HR dynamics and responsibilities. We'll begin by considering different approaches to HR, placing them within the overall context of the public sector and non-profit organizations. We'll explore how to create a learning, reflective orientation and how that can enhance interpersonal effectiveness. Then we'll cover basic personnel functions including job design, staffing, career development, performance appraisal, and providing feedback. Finally, we will explore current issues within personnel management, including diversity and identity at work and the role of unions.

The course focuses on "developing" human resources rather than the traditional notion of "managing" personnel. Its central theme is how HR policies and practices can enhance the learning and growth of individual employees, work teams and the whole organization, thereby ensuring high-level performance. We will emphasize practical application through case discussions and reflection on students' experiences at work and in school. While the course will focus on values-based organizations and will be influenced by concerns for justice and equity, it will draw on ideas and materials from the public, non-profit and for-profit sectors.

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 traditional approaches to different HR functions as well as newer, learning-oriented approaches; and have an enhanced capacity to reflect on and, if you choose, modify your ways of thinking and acting in the world.

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 informative.
- 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. Given the course's emphasis on growth and development, you will have opportunities to assess and modify how you think and act in the world.
- 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 (to me) 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 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 and, therefore, so is class preparation by doing and reflecting on the readings.

Please see the NYU Wagner website for information on academic policies and procedures, including the academic code and grading.

Academic Policies and Procedures: <http://wagner.nyu.edu/students/policies>

Academic Code: <http://wagner.nyu.edu/students/policies/academic-code>

Grading: <http://wagner.nyu.edu/students/policies/grading>

Incomplete Grades: <http://wagner.nyu.edu/students/policies/incompletes>

Course Texts

- Required: Course packets are available at the Unique Copy Center.
- Required: Stone, D., Patton, B. and Heen, S. 2010. Difficult Conversations. New York: Penguin Books. Available at Professional Bookstore (or you may be able to get the book less expensively at Amazon or other resellers.)
- Required: Kegan, R. and Lahey, L. L. 2001. How the Way We Talk Can Change the Way We Work. San Francisco: Jossey Bass. Available at Professional Bookstore (or resellers.)
- Required: Ellis, S. 2010. From the Top Down: The Executive Role in Volunteer Program Success, 3rd ed. Philadelphia: Energize Books. Available at Professional Bookstore. (You can get an electronic version less expensively at <http://www.energizeinc.com/store/1-102-E-3>.)
- All readings will be available on reserve at Bobst Library.
- Check NYU Classes every week for announcements, reminders, assignments, etc.

Course Requirements

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

Job description and interview questions: 2-3 pages, single-spaced	10%
Course feedback memo: 3 pages, double-spaced	15%
Case analysis: 4 pages, double-spaced	20%
Final paper: 10 pages, double-spaced	35%
Class participation	20%

Total	100%

All papers should have 1 inch margins and use 12 pt. font.

Papers should be posted on NYU classes one hour before class begins on the day they are due; if not, they will be considered one day late. (Instructions for posting will be provided.)

Late assignments will lose one letter grade for each day they are late (which begins immediately after the posting deadline). 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.

Job Description and Interview Questions: Due **February 27**. In this assignment, due the week we discuss recruitment, you will provide a 1-2 page job description and 1 page of interview questions, both single-

spaced, for your own job or a job you know well, such as your boss or subordinate. You will receive a detailed description of the assignment.

Course Feedback Memo: Due **March 29**. In this paper, due the week we discuss giving feedback, you have the chance to give me feedback about the course. It should be about 3 pages, double-spaced, and should follow the suggestions for effective feedback as outlined in the course readings. Your memo will be graded by a fellow class member. I will provide a detailed description of the assignment.

Case Analysis: Due **March 1, April 5, April 12 or April 19** in class. In this 4 page, double-spaced paper, you will analyze **ONE** of the teaching cases we use for class discussion. (You choose which case you want to use to fulfill this assignment. It is due the week we discuss that particular case. The case discussed in the second class cannot be used for this assignment.) Specific guidelines for each case will be provided before it is due. Specific cases and dates include:

“Teaming at Disney Animation” due **March 1**.

“American Red Cross—South Central Connecticut Chapter” due **April 5**.

“Executive Women at Link.Com” due **April 12**.

“Diversity Programs at the New England Aquarium,” due **April 21**.

Final paper: Due **May 3**, the last day of class. In this 10-page, double-spaced paper, you will, in a sense, develop your own case based on your own experience and then analyze it, using concepts from the course. Teaching cases are generally structured around a protagonist facing a particular dilemma or question. In this paper, you should identify a dilemma or question, related to one of the topics in the course, which you have faced in your work life, either from your current job or a previous one. Now you have a chance to think about that dilemma, with the benefit of new frameworks provided by the course and by other reading. How do you understand this dilemma, using these frameworks? What solutions did you try in the past? What would you suggest now? Further guidelines will be provided.

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, doing the readings, paying attention to the discussion, and contributing thoughtfully. “Thoughtful” contributions are accurate (when describing particular concepts or readings), constructive (when criticizing someone else’s response), specific and implementable (when providing potential solutions), and creative.

Note that in addition to encouraging your voluntary participation, I may occasionally cold call – meaning I may call on people who do not have their hand up. I am more likely to do this if I have the sense that someone is engaged in non-class activities (texting, email, Facebook...) during class.

“A” Level Participation

- Is absent no more than once during the semester. Sends email ahead of time to tell professor that will miss class.
- Speaks often (roughly once or twice per class).
- Makes clear, succinct and relevant comments, given the current conversation.
- Is clearly paying attention to the discussion (and not attending to phone, email, etc.)
- Takes risks in answering difficult questions or offering unpopular ideas.
- Is prepared for class, as evidenced by:

- Providing substantive responses if cold called by professor
- 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

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

“C” Level Participation

- Is absent no more than three times. Doesn't email professor ahead of time.
- Is often not paying attention.
- Offers input rarely.
- Is unprepared for class.

Finally, I may occasionally ask students to write a brief note regarding one or more of the readings right at the beginning of class. I may draw on one or more of these notes during class. These notes will also count for a small part of your participation grade.

Introduction to Developing Human Resources

Week One, January 26: Course Introduction; Approaches to HR

Week Two, February 2: Human Resources: Basic Functions

Week Three, February 9: Individual Learning in Organizations

Week Four, February 16: Learning, continued

Basic Human Resource Functions

Week Five, February 23: Recruitment/Staffing

Week Six, March 1: Job Design

Week Seven, March 8: Career Development

MARCH 15 SPRING BREAK

Week Eight, March 22: Performance Appraisal

Week Nine, March 29: Giving Feedback

Week Ten, April 5: Volunteers

Current Issues in Human Resources

Week Eleven, April 12: Gender at Work

Week Twelve, April 19: Race at Work

Week Thirteen, April 26: Unions

Week Fourteen, May 3: Course Review

Course Readings, Applications and Assignments

Note: If the reading is in the course packet, it will be followed by (course packet). Otherwise the reading is a book or is on-line.

Another Note: Both applications and assignments are opportunities to apply concepts learned in class to some kind of real world experience or situation. However, assignments are graded, while applications are not.

Week One, January 26: Course Introduction; Approaches to HR

- Bryant, A. 2011. Google's quest to build a better boss, New York Times, March 12.
- Picker, L. 2015. The growing importance of social skills in the labor market. NBER Digest On-line.
- Lepore, J. 2009. Not so fast. The New Yorker, pp. 114-122. October 12.
- Kegan, R., Lahey, L., Fleming, A., Miller, M. & Markus, I. 2014. The deliberately developmental organization. Way to Grow, Inc.

Application: Identify "burning questions" about human resources based on work experiences

Week Two, February 2: Human Resources: Basic Functions

- Jackson, S. E., Schuler, R. S., & Werner, S. 2012. Ch 1 "Managing Human Resources" pp. 2-33. Managing Human Resources, 11th ed. South-Western Cengage Learning. (course packet)
- Capelli, P. 2015. Why we love to hate HR... and what HR can do about it. Harvard Business Review. July-August.
- Rudolph, J. W., Taylor, S. S. and Foldy, E. G. 2001. Chapter 41, "Collaborative Off-Line Reflection: A Way to Develop Skill in Action Science and Action Inquiry," pp. 405-412. Handbook of Action Research. London: Sage Publications.

Application: We will have a guest speaker: Anna Trask, Senior Director of Human Resources, at Dana Farber Cancer Institute in Boston.

Week Three, February 9: Individual Learning in Organizations

- Stone, D., Patton, B. and Heen, S. 2010. Difficult Conversations. Introduction and Chapters 1-6. New York: Penguin Books.
- OPTIONAL: Gallo, A. 2014. Choose the right words in an argument. Harvard Business Review on-line.
- [For those of you who have read Difficult Conversations for another class, you can either re-read it (there's a lot in there to digest) or you can read the first four chapters of Kegan, R. and Lahey, L. L. 2001. How the Way We Talk Can Change the Way We Work. San Francisco: Jossey Bass. Do this reading as your assignment for both this week and the next week. The entire class will be reading later chapters of this book for Week Nine.]

Application: Prepare a two-column case. **I must receive these by Saturday, February 6.**

Week Four, February 16: Learning, continued

- Stone, D., Patton, B. and Heen, S. 2010. Difficult Conversations. Chapters 7-12. New York: Penguin Books.
- [For those of you who have read this book for another class, see Week Three.]

Application: Small group discussions of two-column cases.

Week Five, February 23: Recruitment/Staffing

- Fernandez-Araoz, C. 1999. "Hiring without Firing." Harvard Business Review, July-August. Reprint 99403.
- Laskow, S. 2013. "Ban the job interview!" Boston Sunday Globe, November 24.

- Feintzeig, R. 2016. “The boss doesn’t want your resume.” Wall Street Journal. January 5.
- Useful resources
 - BNET. 2010. “10 mistakes managers make during job interviews.” January 18.
 - US Office of Personnel Mgmt. 2008. Structured interviews: A practical guide.
 - Public Service Commission of Canada. 2009. Structured reference checking: A user’s guide to best practices.

Assignment: Job Description and Interview Questions.

We will have a guest speaker: Michele Maglione, Assistant Commissioner for Recruitment and Diversity, Fire Department of New York City.

Week Six, March 1: Job Design

- Baron, J. N. and Kreps, D. M. 1999. Chapter 9, “High Commitment HRM,” pp. 189-209. Strategic Human Resources: Frameworks for General Managers. New York: John Wiley & Sons, Inc. (course packet)
- Hackman, J. R., Oldham, G., Janson, R., and Purdy, K. 1995. “A New Strategy for Job Enrichment,” pp. 636-653. The Organizational Behavior Reader, 6th ed. Englewood Cliffs, NJ: Prentice Hall.
- National Public Radio. 2010. “The end of 9-to-5: When work time is anytime.” March 17.
- OPTIONAL: Schwartz, T. and Porath, C. 2014. Why you hate work. New York Times, June 1. <http://www.nytimes.com/2014/06/01/opinion/sunday/why-you-hate-work.html>

Application: Prepare case: Teaming at Disney Animation. Harvard Business School, 2015. (course packet)

Week Seven, March 8: Career Development

- Callanan, L., Gardner, N., Mendonca, L., & Scott, D. 2014. What social-sector leaders need to succeed. McKinsey & Company. http://www.mckinsey.com/insights/social_sector/what_social_sector_leaders_need_to_succeed
- Berenson, M. & Smith, M. 2011. Beyond hiring: An integrated approach to talent management. McKinsey & Company.
- McAndrews, C. 2010. What works: Developing successful multigenerational leadership. Building Movement Project.
- McAndrews, C., Kunreuther, F. and Bronznik, S. 2011. Structuring leadership: Alternative models for distributing power and decision-making in nonprofit organizations. Building Movement Project.
- Schein, E. (n.d.) Career anchors.
- OPTIONAL: Nonprofit HR Solutions. 2015. Nonprofit Employment Trends Survey. <http://www.nonprofithr.com/wp-content/uploads/2015/02/2015-Nonprofit-Employment-Practices-Survey-Results-1.pdf>

Application: How can organizations reward employees with different career anchors?

Week Eight, March 22: Performance Appraisal

- Schneier, C. E., Beatty, R. W., and Baird, L. S. 1987. “Creating a Performance Management System,” pp. 14-20. The Performance Management Sourcebook. Amherst, MA: Human Resource Development Press. (course packet)
- Jackson, S. E., Schuler, R. S., & Werner, S. 2012. Ch 9 “Conducting Performance Management,” pp. 310-350.” Managing Human Resources, 11th ed. South-Western Cengage Learning. (course packet)
- Goldberg, E. L. 2014. Performance management goes social. HR Magazine. August.

Application: We will have a “live case” by providing guidance to an organization that wants to create or revamp its performance appraisal system.

Week Nine, March 29: Giving Feedback

- Kegan, R. and Lahey, L. L. 2001. Introduction, pp. 1-10, Chapter 5, pp. 91-102, Chapter 7, pp. 121-145, and Chapter 9, pp. 187-227 (focus on focus on pp 208-227). *How the Way We Talk Can Change the Way We Work*. San Francisco: Jossey Bass.
- OPTIONAL: Knight, R. 2015. How to handle difficult conversations at work. *Harvard Business Review* on-line

Assignment: Course Feedback Memo

Week Ten, April 5: Volunteers

- Ellis, S. J. 2010. From the Top Down: The Executive Role in Volunteer Program Success. Chapters 2, 5 and 6. Philadelphia, PA: Energize, Inc.
- Eisner, D., Grimm, R. T., Jr., Maynard, S. & Washburn, S. 2009. "The new volunteer workforce," pp. 32-37. Stanford Social Innovation Review, Winter.

Application: Prepare case: Oster, S. 1995. "American Red Cross—South Central Connecticut Chapter" Case, pp. 218-232. Strategic Management for Nonprofit Organizations: Theory and Cases. New York: Oxford University Press. (course packet)

Week Eleven, April 12: Gender at Work

- Coontz, S. 2013. "Why gender equity stalled." *New York Times*, February 16.
- Eagly, A. H. and Carli, L. L. 2007. Women and the labyrinth of leadership. Harvard Business Review, September.
- Holvino, E. 2003. "Complicating gender: The simultaneity of race, gender and class in organization change(ing)," pp. 87-96; 258-265. Reader in Gender, Work and Organization. Oxford, UK: Blackwell Publishing. (course packet) [Full length version can be found in *Gender, Work and Organization*, 2003; Volume 17, Issue 3.]
- Kolb, D., Fletcher, J., Meyerson, D., Merrill-Sands, D. and Ely, R. 1998. "Making Change: A Framework for Promoting Gender Equity in Organizations." Insight #1. Center for Gender in Organizations, Simmons School of Management.
- Bailyn, L., Fletcher, J. K., and Kolb, D. 1997. "Unexpected Connections: Considering Employees' Personal Lives Can Revitalize Your Business," pp. 11-19. Sloan Management Review, 38 (4).
- OPTIONAL: Kay, K. and Shipman, C. 2015. The Confidence Gap. *The Atlantic*.
<http://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/>

Application: Prepare case: Martin, J. and Meyerson, D. 1996. "Executive Women at Link.Com." Graduate School of Business, Stanford University. Case number OB33.

Week Twelve, April 19: Race at Work

- Nkomo, S. M. and Al Ariss, A. 2014. The historical origins of ethnic (white) privilege in US organizations. *Journal of Managerial Psychology* 29 (4): 389-404. (focus on pp. 395 till the end).
- Gomez-Mejia, L. R., Balkin, D. B., and Cardy, R. L. 2010. Chapter 3, "Understanding equal opportunity and the legal environment," pp. 87-122. *Managing Human Resources*, 6th ed. Prentice-Hall. (course packet)
- Thomas, D. A. and Ely, R. J. 1996. "Making Differences Matter: A New Paradigm for Managing Diversity," pp. 1-15. *Harvard Business Review*, September-October. [I realize many of you already read this for MPSO. However, I think it bears a second reading and our discussion will cover different ground.]
- Schwartz, R., Weinberg, J., Hagenbuch, D., & Scott, A. No date (2011?). The voice of nonprofit talent: Perceptions of diversity in the workplace. *Commongood Careers & Level Playing Field Institute*.
- LISTEN: Venugopal, A. 2015. Museums as White spaces. WNYC.
<http://www.wnyc.org/story/museums-white-spaces/>

- OPTIONAL LISTEN: Regatao, G. 2015. The Future looks bright, shiny and expensive. WNYC.
<http://www.wnyc.org/story/future-looks-shiny-big-and-expensive/>

Application: Prepare case: Scott, E. "Diversity Programs at the New England Aquarium" from the Case Program at the Kennedy School of Government, Harvard University (course packet)

Week Thirteen, April 26: Unions

- Berman, E. M., Bowman, J. S., West, J. P., and Van Wart, M. 2010. Chapter 11, "Unions and the Government," pp. 335-380. Human Resource Management in Public Service. Thousand Oaks: Sage Publications.
- Neyfakh, L. 2014. Not your grandpa's labor union. Boston Globe. April 6.

Application: We will have a guest speaker: Ashley Adams, Massachusetts Education Association.

Week Fourteen, May 3: Course Review

Application: Discussion about a brief case handed out in class. Also, students will meet in small groups to discuss final paper.

Assignment: Final Paper.