



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6060:**

#### **Managing Human Resources in Public Organizations**

**Semester 20XX Syllabus**

**Mendenhall Lab 0191**

**Wednesday 5:45-8:15pm**

**Credit hours: 3**

**Professor:** Russell S. Hassan, PhD

**Contact:** 614-292-7423, [hassan.125@osu.edu](mailto:hassan.125@osu.edu)

**Office hours:** 310A Page Hall, W 4:00-5:30pm/or by appointment

### **COURSE OVERVIEW**

Public organizations are designed to solve complex problems. Those who are responsible for managing such organizations need to assemble talented and committed individuals and lead them towards achieving the organization's public service mission. Furthermore, public managers often need to make things happen with limited resources and not under ideal conditions or time frames. The attainment of the organization's goals requires a manager to be able to understand how people from various backgrounds, interests, and skill sets can work together and contribute towards the organization's mission, influence people both inside and outside of the organization, optimize the structure and culture of their organization, make effective decisions, resolve conflicts, and drive change for higher organizational performance. PUBAFRS 6060 will help you to achieve these objectives by providing you with the analytical tools developed from the behavioral and social sciences and tested by leaders in organizations representing all sectors. The goal of this course is to help you to develop and enhance your supervisory and leadership skills so that you can manage and lead a high-performing, successful public organization.

The course has two separate but related segments. In the first part of the course (weeks 1-8), you will learn how to recruit, motivate, and retain talents in public organizations. The main purpose of these sessions is to help you to learn about the best practices for supervising and managing people in organizations. Each week, we will focus on a particular human resource management challenge and learn how to address it effectively. In the second part of the course (Weeks 8-15), you will learn about the leadership skills and practices needed to lead high-performing public service organizations. All class sessions in both parts A and B will rely heavily on case studies, individual and group exercises and film/video analysis in addition to reading about the best practices from the existing organizational research.

## **COURSE LEARNING GOALS**

Upon successful completion of the course, students should be able to:

- Manage and lead public organizations towards policy goals.
- Understand public organizations as a unit of analysis
- Identify and manage external/environmental challenges to organizational performance.
- Identify what constitutes feasible performance outputs for public organizations.
- Engage in strategic planning for public organizations.
- Identify and manage internal challenges to organization performance.
- Lead and motivate workers in public organizations.
- Manage innovation and change.

## **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to Glenn College learning goals and objectives related to foundational knowledge in public affairs; and intermediate competencies in management, leadership, and policy analysis; In particular, the course focuses on the following objectives at a foundational or intermediate level:

- Students can lead and manage in public governance. (intermediate)
- Students can participate in and contribute to the policy process. (intermediate)
- Students can analyze, synthesize, think critically, solve problems and make decisions. (intermediate)
- Students can articulate and apply a public service perspective. (foundational)
- Students can communicate and interact productively with a diverse and changing workforce and citizenry. (intermediate)
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (intermediate)

## **Grading**

### Group case analysis and presentation (10 percent)

Throughout the semester, case studies will be presented in class by students to help reinforce the course concepts with practical application. While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion on any given week. I will assign you to a group at the beginning of the semester that you will serve as the facilitator for a case with 3-4 other classmates. You will receive a group grade for your analyses and facilitation of class discussion. To prepare for your case facilitation, you should meet ahead of time (outside of class) with your team. It is also advised that your team meet with the instructor to review your plan at least one week prior to your facilitation. Your team will be graded on the following five components:

Clear synopsis of the management challenge(s) evident in the case, as it relates to the course materials for the week (20 points);

- Application of concepts, tools or insights from course materials/readings to the identified management challenge in the case (20 points);
- Discussion of different solutions available to the decision-maker(s) (20 points);
- Assessment of the lessons learned from the case as they relate to the course materials for the week (20 points); and
- Effectiveness of the presentation style (20 points).

#### Case Analysis Memos (4 x15 = 60 percent)

You will write a total of four case analysis memos (two memos for each part of the course). The memos are designed to assess your ability:

- to diagnose key management problems/challenges evident in the case (30 points),
- apply the course readings and discussions to solve the management challenges/problems in the case (30 points),
- suggest of specific and viable course of actions to address the challenges (30 points), and
- communicate your thoughts and recommendations in a clear and professional manner (i.e., structure and quality of writing) (10 points).

For these assignments, you can choose any 2 of the four cases assigned in each part of course (there are a total of 8 cases). However, you CANNOT choose the case for which your group is the designated facilitator. The length of each memo should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Memos substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit the memos electronically using Canvas by the end of the week (Friday midnight) in which the case will be discussed in the class.

#### Weekly Film/Video Analysis and Class Participation (14 + 6 = 20 percent)

Each week, starting from week 2, you will watch a video or a film relevant to that week's class topic and discussion. You will need to prepare a short summary (no more than 300 words, double-spaced, 1-inch margin, 12-point Times New Roman font) of the key issues and ideas presented in the video/film. In your summary, you also need to discuss what you have learned after watching the video/film and ideas/thoughts that you found intriguing. The analysis should synthesize or be informed by the week's readings. Some of these videos are available in local public libraries. The videos that are NOT publicly available, you will need to rent them using Netflix, Amazon, Hulu, etc. The usual cost for renting a movie is 0-3 dollars. The summaries need to be posted by Sunday Midnight. In addition to preparing the summaries, you are expected to attend all class sessions and participate in discussions.

#### Public Sector Manager Interview Paper (10 percent)

The purpose of this assignment is for you to explore a public sector organization's human resource management system. All senior public managers need to deal with strategic human resource management issues in a variety of ways. Your goal for this paper will be to acquire as much knowledge as possible about how the organization (formal and informal practices) recruits, develops and retains its human resources. Develop a paper articulating the results of an in-depth

interview with a public sector manager (e.g., city manager, a county administrator, HR director of state agency, or director of a nonprofit organization who is/has been involved in the organization's human resources planning, recruitment, and development along with a thorough review of publicly available documents that describe the organization's HRM system.

At a minimum, include the following information in your paper:

1. Name and location of the organization you select, brief history of the organization and basic overview of their mission, and name, title, and role of the individual interviewed.
2. Priorities related to their current human resources strategies.
3. Alignment of the organization's operations to recruitment, selection, training, and development concepts discussed in class through weeks 1 to 7.
4. Plans about new and innovative talent acquisition and management strategies.

Your paper will be evaluated based on quality of content, depth of coverage, and writing mechanics. Please submit a business card or a copy of your email exchange to set up a time to meet with the human resource officer when you turn in your paper. The length of the paper should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Papers substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit this paper in hard copy. The paper will be due on **March 8, 2017**.

## **COURSE MATERIALS**

There is NO textbook for this course. Instead, each week you will be reading few short articles published in practitioner-oriented management journals such as the Harvard Business Review/Sloan Management Review/California Management Review. All of the articles and some of the case studies will be posted on Canvas. The cases that are not posted on Canvas need to be purchased directly from the Harvard Business Review's site designed for the course. Click on the following link to purchase the HBR case studies: <http://cb.hbsp.harvard.edu/cbmp/access/58296746>.

### Grading scale

Your final grade will be comprised of your scores on the group project, case analysis memos, weekly summaries, HR paper, and your class participation. I will use the following grading scale: 93% – 100% = A, 90% – 92.9% = A-, 87% – 89.9% = B+, 83% – 86.9% = B, 80% – 82.9% = B-, 77% – 79.9% = C+, 73% – 76.9% = C, 70% – 72.9% = C-, 67% – 69.9% = D+, 60% – 66.9% = D, <60% = E.

## **Academic Misconduct**

### Misconduct

Academic and personal misconduct will be dealt with according to the procedures in the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

### Late assignments

If you cannot deliver an assignment through Canvas, you are responsible for submitting assigned material to me through some other means (e.g., email a Microsoft Word document [no other file types, please] to hassan.125@osu.edu). Informing me of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a **five-point** penalty for each day that it is late.

### Grade appeals

Grades on assignments and exam are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. I will re-grade the entire assignment. The final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

### Class preparation

You are expected to have all readings (e.g., book chapters, scholarly and popular articles, reports, cases, and monographs) and presentations (e.g., if your group is leading a case study) completed before the class session under which they are listed.

### **Mental Health Statement:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on 1640 Neil Ave, Columbus, OH 43201. 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or [atsucidepreventionlifeline.org](http://atsucidepreventionlifeline.org)

## Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Diversity Values Statement

The Glenn College is committed to nurturing a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

### Course Outline/Schedule

#### **PART A: Effective Managerial Practices in Public Organizations**

##### **Week 1: Recruitment and Retention**

Building Sustainable Organizations: The Human Factor (Pfeffer)

ABCs of Job Interviewing (Jenks & Zevnik)

How to Avoid Hiring a Toxic Employee (Porath)

Keeping Talent: Strategies for Retaining Valued Federal Employees (Booz Allen Hamilton)

##### **Week 2: Rewards and Motivation**

On the folly of rewarding A while hoping for B (Kerr)

150 Ways to Encourage the Heart, Ch 2. (Kouzes & Posner)

Pay for Performance in Georgia State Government (Kellough & Nigro)

Video: <https://www.youtube.com/watch?v=hmWD2HdoZ7k>

##### **Week 3: Work Design and Engagement**

The meaning of work (Cartwright & Holmes)

The Road to Empowerment (Quinn & Spreitzer)

Motivating creativity at work (Grant)

Case Study: Improving Decision Making in the King County Library System (Canvas)  
Video: TED's video "Dan Ariely on What makes us feel good about our work?"

#### **Week 4: Performance Appraisal and Feedback**

The Performance Management Revolution (Cappelli & Davis)  
Emotions and Leadership: The Role of Emotional Intelligence (George)  
Coaching and the Art of Management (Evered & Selman)  
Case Study: James Cranston Colonial Food Services  
Video: James Cranston Colonial Food Services (Canvas)

#### **Weeks 5: Negotiation and Conflict Resolution**

Are You Giving Away the Store? (Neale)  
Their Gain is Our Loss (Bazerman, Baron & Shonk)  
How to Make the Other Side Play Fair (Bazerman & Kahenaman)  
The Evolution of Public Policy Dispute Resolution (Susskind & McKernan).  
Video: 12 Angry Man  
Case Study: Negotiating from the Margins (HBS)

#### **Week 6: Stress and Work Life Balance**

Extreme Jobs. The Dangerous Allure of the 70-Hour Workweek (Hewlett & Luce)  
Managing the High Intensity Workplace (Reid & Ramarajan)  
What to Do for a Struggling Colleague (Quelch, Knoop & Gallo)  
Videos: Nigel Marsh on Work-Life Balance, Four-way Win: How to Integrate Work, Home, Community and Self (<http://knowledge.wharton.upenn.edu/article/four-way-win-how-to-integrate-work-home-community-and-self/>)  
Case Study: Paragon Legal (HBS)

#### **Week 7: Diversity and Inclusion in the Workplace**

Power, Status, and Abuse at Work (Lopez, Hodson, & Roscigno)  
Making Differences Matter (Thomas & Ely).  
Why diversity programs (Dobbins & Kalef)  
Video: Remember the Titans

### **PART B: Effective Leadership Practices in Public Organizations**

#### **Week 8: Designing High Performing Teams**

Why teams don't work (Hackman)  
Managing your team (Hill)  
Speeding up team learning (Edmondson et al.)  
Videos: Leading Teams by Hackman (<https://www.media.mit.edu/video/view/hackman-2005-02-25>), Bolero (in class)  
Case Study: Taran Swan at Nickelodeon Latin America (HBS)

#### **Week 9: Building High Quality Relationships**

Dutton, J. & Healthy, E. (2003). The power of high quality connections at work  
Cuddy, A.J.C., Kohut, M. & Neffinger, J. (2013). Connect, then Lead

Cross, R., Baker, W. & Parker, A. (2003). What creates energy in organizations?  
Video: Why Doctors Should Care About Happiness by Sarah Pressman (TED Talk)  
Case Study: Ramesh and Gargi (HBS)

### **Week 10: Spring Break**

### **Week 11: Exercising Power and Authority**

Understanding Power in Organizations (Pfeffer)  
Diagnose the Political Landscape (Heifetz)  
Act Politically (Heifetz)  
Video: 12 O' Clock High

### **Week 12: Unlocking the Subtle Forces of Change**

Creative Deviance on the Frontline (Heifetz)  
Modulating the Provocation (Heifetz)  
Tempered Radicals: How Everyday Leaders Inspire Change at Work (Meyerson 2004)  
Video: Norma Rae  
Case Study: Bobbie D'Alessandro (Canvas)

### **Week 13: Making Decisions under Uncertainty**

Bazerman, M. H. (2006). Introduction (selected pages); Common Biases. In Judgment in Managerial Decision Making (6th ed.), pp. 6-9, 13-40. New York: Wiley & Sons. [CP].  
Bazerman, M. H. (2006). Decisions without Blinders.  
Rundall, T. G. et al. (2007). The Informed Decisions Toolbox: Tools for Knowledge Transfer and Performance Improvement.  
Video: Dan Arieli TED Talk: [Are we in control of our own decisions?](#)

### **Week 14: Resilience in Times of Crisis**

Trauma Loss and human resilience (Bonanno)  
How Resilience Works (Coutu)  
Leading in traumatic times (Dutton et al.)  
Video: King's Speech  
Case Study: The Heart of Reuters (Canvas)

### **Week 15: Promoting Public Values, Fairness, and Social Justice**

Ethical Breakdowns (Bazerman & Tenbrunsel)  
How (Un)Ethical Are You? (Banaji et al.)  
Moral Manager and Moral Person (Trevino et al.)  
Video: (Dis)Honesty - The Truth About Lies  
Group Exercise: Kidney Allocation Exercise