NYU | TANDON SCHOOL OF ENGINEERING

Department of Technology Management and Innovation
MG-GY 6123 Human Resources Management
Spring 2019

Professor:	Mark S. Miller
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Office/Hours:	By Appointment 5 MetroTech Center, LC401
Class Schedule:	Monday, 8:00pm-9:30pm
Course Pre-requisites:	Graduate Standing

Course Description:

To gain a fairly complete understanding of the role of the function of HR in any organization. This will include specific functions and processes within the HR function such as recruiting, performance management, benefits administration and government compliance, as well as an understanding of the overall objective of the function itself in helping any organization achieve and maintain success and profitability and viability. The workforce or the "human" resource is the one resource that cannot be copied by a company's competitors. As such, the management of the Human Resource is most critical in the eventual survival of any organization. The role of technology as a point of leverage will greatly enhance the ability of the HR staff and management in harnessing the Human Resource, such that it supports the company's goals, strategies and thus its resultant performance, economically and ethically. This course takes the perspective of "what Human Resources can do for you" and focuses on how the function of HR must work within an organizational "big" picture. The course content will be structured to provide students a reasonably comprehensive understanding of the roles, functions and responsibilities within the purview of a typical HR function. Additionally, the instructor will keep in mind that the expectation is that the students of Course 6123 may not choose to become HR professionals or specialists, but rather will most likely be an "end user" or recipient of the programs and tools provided by HR typically as a manager/employee.

Course Objective:

At the successful completion of this course, students will have
developed the following competencies:

- An understanding of the role of the Human Resources function must/can/should take in an organization of any size in terms of helping the organization achieve success (as defined by the industry the organization is in, and by its Board of Directors).
- An understanding of the disciplines and functionality that typically falls within the responsibility of a "mature" HR function within any organization.
- A working knowledge of the key objectives and activities of the major functions within the realm of HR within any organization.
- An understanding of the role technology plays within each major function within HR.
- An understanding of the data, delivery and outcomes of all activities that is typical of a mature HR function in any organization.
- An understanding of the ethical and legal responsibilities of the employer to employee, and employee to employee relationships in terms of process, data and outcomes.

Readings:

Required Text(s):

Fundamentals of Human Resource Management – SIXTH Edition
NOE, Hollenbeck, Gerhart and Wright
McGraw- Hill, 2016
ISBN 978-0-07- 771836-7
Approx. cost – new $128.00

Optional Text(s):

"Heroic HR" – Marc S. Miller – second edition
Atwater Publishing - 2015
ISBN 978-0-692-44685-0 – Cost $24.95
Order thru IHRIMPublications.com
Or, Marcsmillerassociates.com

Course Assignments and Grading:

1	**"Why we hate HR"/"HR is dead"**	**JAN 25, 2018**
2	**Essay – 2 articles summarized**	**FEB 1**
3	**Juggler Script**	**online discussion**
4	**Essay – 2 articles summarized**	**FEB 15**
5	**CASE – end of chapter – ADOBE**	**MARCH 1**
6	**Essay – 1 article summarized**	**MARCH 15**
7	**Midterm – during that date (online)**	**MARCH 26**
8	**HRIS DEMO vendor – SWOT Analysis**	**MARCH 29**

9 **CASE – BOB'S BLUE MILL**   **APRIL 12**
10 **Individual Action Plan WWW case**   **MAY 7**
11 **FINAL Essay or quiz**   **TBD**

In general, I will be grading written work submitted as follows:
- An "A" grade will reflect "big picture" out of the box thinking and the application of theories and learnings to specific assignments WITHOUT simplified restatement of already provided concepts. The writing relies on a minimum of generalized, abstract or "textbook" type of thinking.
- A "B" grade reflects writing that is mostly specific with a few lapses into generalized, abstract or "broad brush" statements. Good writing is differentiated from high grade writing by the degree of "glossing over."
- A "C" grade depicts average quality work, that, in my opinion, is work that is punctuated with mentioned specifics but without effective follow-up analysis. Information is presented in random order without a logical pattern.
- The mark of poor quality writing "D" has little, if any, appraisal of facts. Little attempt is made to demonstrate an understanding of what is occurring within the subject being discussed.
- **Alternatively, I may decide to give you TWO NUMBER SCORES as a grade for each submitted assignment. They will usually range from 4.2 – 5.0 each – one for CONTENT and the other for STYLE. Anything above a 4.7 is considered between a "B+" or "A-" quality.**
- **A 5.0 score is considered an "A" submission**
- **Anything less than 4.4 is cause for needed improvement**

4 COMPONENTS WILL DETERMINE YOUR FINAL GRADE:
A. Class Participation in general discussions and in discussion threads (if any).

At the end of the INET SESSIONS and in reviewing each students participation, I will classify each students participation as one of 3 levels: Highly Active (HA), Acceptable (AC), or Less Active (LA). This rating will be based on my impressions, recollections and opinions of your willingness and eagerness to express your verbal opinions to your fellow students and to me, either in response to specific queries or in general conceptual and textual topic discussions. This value will be based on your overall level of interactions across all our classroom sessions. this score will not be specific to one or any group of sessions. Additionally, your attendance at the classroom sessions will add 2 points/session, so that students who attend all in class sessions will start with as many as 28pts (depending on number of in person sessions).

HA   19 to 28 pts
AC   13 – 18 pts
LA   8 - 12 pts

B. Submitted Writings…. Up to 30 pts for total perception of submitted essays related to articles and other assignments . THESE WILL INCLUDE ALL WRITINGS, COMMENTS, OPINIONS EXPRESSED BY STUDENTS IN WRITING.
C. Mid term Quiz ………..   Up to 20 pts (Session 7 or 8)

D. Final ESSAY or Team Presentation - Up to 25 pts for your participation in a small group creating presentations addressing final group assignment – the specific case is to be determined (TBD).

Total……. 100 pts, then grade A, B, C, D determined.
NOTE: I RESERVE THE RIGHT TO CHANGE ALL OF THE ABOVE, OR NOT BE AS EMPIRICAL
AS ABOVE, AND FACTOR ALL THE COMPONENTS INTO THE FINAL GRADE.

Course Topic Outline

- SESSION 1   MON JAN 22
- SESSION 2   MON JAN 29
- SESSION 3   MON FEB 5
- SESSION 4   MON FEB 12
- NO CLASS   MON FEB 19 NO CLASS - PRESIDENTS DAY
- SESSION 5   MON FEB 26
- SESSION 6   MON MAR 5
- NO CLASS   MON MAR 12   NO CLASS – SPRING BREAK
- SESSION 7   MON MAR 19
- SESSION 8   MON MAR 26   MIDTERM
- SESSION 9   MON APR 2
- SESSION 10   MON APR 9   NO CLASS SESSION (Prof Traveling)
- SESSION 11   MON APR 16
- SESSION 12   MON APR 23
- SESSION 13   MON APR 30
- **SESSION 14   MON MAY 7   LAST CLASS**

Class Date and Topic	Readings, Assignments, & Exams
Week 1- Class overview and student responsibilities, Introduction to HR and HR Technology	• **SESSION AGENDA – MONDAY, JANUARY 22, 2018** • Student (and Prof.) self introductions – background, etc. • **Course content and methods – review** • **Review Syllabus and expectations** • HR's role: an overview of perceptions, reputation, responsibilities, evolution of, the role of HR in corporations, over the years and now; including discussion of : • HR's challenges • HR's administrative responsibilities – what HR is supposed to do and why. • Presentation: "Heroic HR" – PPT (begin)

		• Discussion of HR Technology as a Strategic Enabler
Week 2		• **IN PREPARATION FOR INET SESSION – JANUARY 29, 2018** • **READ Chapter 1 in NOE (text) – Managing HR** • Read Article 1: "Why we Hate HR" • Read Article 2 – "HR is Dead, Long Live HR" (both articles posted on NYUClasses) • **ASSIGNMENT 1 -** "Write and prepare to submit a 1 -2 page (max) discussion addressing: "Your reaction to both of these papers, what do you think? What did you learn that was new to you? and what is your perception of the role of HR in current business environment. • **SESSION AGENDA – MONDAY, JANUARY 29, 2017** • Discussion of the "world of HR" – functions that come under the control of an HR department • Organization structure of an HR function and department • HR Technology and its impact – features and functions of a "model" HRMS/HCMS/HRIS. • Discussion of articles "Why we Hate HR" and others (see above) • **Noe Chapter 1 – Managing Human Resources – PPT review and discussion** • • **DUE BY EMAIL TO ME at MSMILLERAS@AOL.COM BY THURSDAY, JANUARY 25 by 6pm** each topic on a separate half sheet of paper (standard letter) in a size large enough to pin to the wall and read from afar.
Week 3		• **IN PREPARATION FOR INET SESSION FEB 5, 2018** • **Read Chapter 2 – NOE – Trends in HR Management** • Read **TWO (2)** Reference Articles chosen from the following: • "New Competencies for HR", R. Grossman, HR Magazine, Vol. 52, No. 6 , June 2007 • "Spotlight on HR Management" James C. Wimbush, Business Horizons, 2006 p. 433-436

		• "Stepping up to the table – The HR professionals role in corporate Strategy" Leigh Bailey Supervision – Sept 2008 • "Not the Usual Suspects" Jessica Marquez Workforce Management – November 5, 2007 • **Assignment 2:** Summarize the TWO articles you selected, WHY did you select those specific two? What did you learn that was new to you? Submit your essay – max. 2 pages to MSMILLERAS@aol.com. • **ASSIGNMENT 2: DUE THURSDAY FEB 1, BY 6PM – TO PROFFESOR MILLER'S EMAIL** <u>SESSION AGENDA – FEB 5, 2018</u> - Noe Chapter 2 – ppt review - Guest Speaker on HR's role in dealing with Cybersecurity
Week 4		• **IN PREPARATION FOR INET SESSION OCTOBER 2** • **Read Chapter 3 – NOE – Providing Equal Employment Opportunity and a Safe Workplace** • **READ Juggler SCRIPT** – posted on NYUCLASS • **ASSIGNMENT 3 -** . "What, if anything is wrong with the dialogue presented in the "Juggler interview script" **BE PREPARED TO DISCUSS DURING THE INET SESSION** • **SESSION AGENDA – MONDAY FEB 12** • Class DISCUSSION: candidate/interviewer role play - volunteers • Class exercise: Interview questions: allowed or not allowed, and why. • Discussion of Juggler Selection exercise • Discussion of List of proper/improper Interview Questions (NYUClasses) • **Discussion of Assignment 1** • **Noe Chapter 3 – ppt review**
Week 5		• **IN PREPARATION FOR INET SESSION MON FEBRUARY 26, 2018** • **Read NOE – Chapter 5 – Planning for and recruiting Human Resources** • **Read NOE Chapter 6 – Selecting Employees and Placing them in Jobs** • **Chose two articles (2) from the following:**

	"Employers Prepare to keep, not lose Baby Boomers" Diane Cadrain HR Magazine, Dec 2007 "To old to work" Adam Cohen NY Times Magazine, March 2, 2003 (pp 56-59) "Can you interview for integrity" William Byham Across the Board – March/April 2004 (pp 35-38) "Six ways to strengthen Staffing" Adrienne Hedger Workforce Management – January 15, 2007 **ASSIGNMENT 4:** For each of the two articles you have read, prepare a written summary addressing: (max 1 page each) - What key points you learned – WHAT was new to you. - How might your own company's senior management react to it and why. **ASSIGNMENT 4 - ARTICLES WRITE UP DUE THURSDAY FEB 15 at 6 PM VIA EMAIL TO PROFESSOR MILLER** <u>**SESSION AGENDA – MONDAY, FEB 26, 2018**</u> - Review NOE chapt 5 , after finishing chapt 3. - Discussion of Multiple Generations in Workplace
Week 6	**IN PREPARATION FOR INET SESSION MONDAY MARCH 5, 2018** - **Read NOE - Chapter 10 – Managing Employee Performance** - **Read NOE – Chapter 7 – Training Employees** - **Assignment 5 – Read Case – ADOBE SYSTEMS – Page 328-9 – end of Chapter 10** - write up answers to questions 1-3 at end of Case text - **EMAIL TO MSMILLERAS@AOL.COM BY 6PM THURSDAY, MARCH 1 at 6pm.** - <u>**SESSION AGENDA – MONDAY MARCH 5**</u> - Review NOE Chapter 6 ppt - **Article – "Yahoo orders home workers to office" – pro/con debate (article posted on NYU CLASSES)** - DISCUSSION OnBoarding and Employee Engagement -
Week 7	**IN PREPARATION FOR INET SESSION MARCH 19:** - **Assignment 6 - Read ONE of the following 3 articles:** - **"Who's Next?" Susan J. Wells, HR Magazine – November 2003**

	- **"Four Generations in the Workforce" C. Stone Brown, DiversityInc, May 2005** - **"The Face of diversity is more than skin deep" Catherine Dalton, Business Horizons – Vol 29 – Issue 2 – March/Apr 2006** - SUMMARIZE the article you selected, Why did you select it? What did you learn that impressed you? Submit your essay **DUE THURSDAY, MARCH 15 by 6PM – TO PROFESSOR'S EMAIL** - <u>**SESSION AGENDA – MONDAY MARCH 19**</u> - **Noe Chapter 10 - Managing Employee Performance - PPT review and discussions** - **Noe Chapter 7 – Training Employees - PPT review and discussion** - **Any topics not yet covered that will be on the MIDTERM – MARCH 26, 2018** - **Instructions for Midterm to be provided** -
Week 8	**IN PREPARATION FOR INET SESSION MARCH 26, 2018** - **STUDY FOR MIDTERM – COVERING ALL CONTENT IN NOE:** **CHAPTERS 1,2,3,5,6,7,AND 10 PLUS ANY PRESENTATIONS FROM PROFESSOR MILLER** **SESSION AGENDA – MARCH 26, 2018** - **MIDTERM EXAM (80 MIN) (assignment 7): students responsible for all content discussed and NOE chapters 1,2,3,5,6,7 and 10.** - **INSTRUCTIONS WILL BE PROVIDED IN ADVANCE**
Week 9	**IN PREPARATION FOR INET SESSION APRIL 2, 2018** - **Read NOE Chapter 8 – Developing Employees for Future Success** - **Go to the Vendor's Website (the Vendor that will be showing product demo – TBD)** - **Do a SWOT analysis (Strengths, Weakness, Opportunities, Threats) of that specific Vendors capabilities** - ASSIGNMENT 8: Submit a profile of the Vendor, and its "SWOT" analysis to **Prof Miller EMAIL by THURSDAY – MARCH 29 by 6pm** - <u>**SESSION AGENDA – MONDAY APRIL 2, 2018**</u> - **HR technology – HRMS/HCMS/HRIS features and Functions - REVIEW**

	- **Discussion of what makes one vendor better than another** - **HRIS VENDOR DEMO IN CLASS (1 hour) – web based – VENDOR TBD** - **Midterm results discussion.**
Week 10	• **NO INET SESSION – MONDAY APRIL 9, 2018** • **PROFESSOR TRAVELING** **IN PREPARATION FOR INET SESSION APRIL 15, 2018** - **Read Noe Chapter 9 – Creating and Maintaining a High Performing Organization** - **Read NOE Chapter 11 – Separating and Retaining Employees** - **Read up – independent research on the impact of Artificial Intelligence on the function of Human Resources**

Week 11	**IN PREPARATION FOR INET SESSION MONDAY APRIL 16:**
	- **Read Talent Management: NOE Chapter 12 – Establishing a Pay Structure**
	- **ASSIGNMENT 9:**
	- **CASE – RECOGNIZING EE CONTRIBUTIONS WITH PAY – PAGE 400, END OF CHAPTER 13 – HR IN SMALL BUSINESS – EE OWNS BOB'S RED MILL: – Answer questions 1-2**
	- **Or, ANOTHER CASE FROM 6TH EDITION (TBD)**
	- **ASSIGNMENT 9 DUE MONDAY NOV 27 TO PROF MILLER'S EMAIL**
	- **START WORKING ON YOUR INDIVIDUAL ACTION PLAN FOR WW WIDGET**
	  CASE
	SESSION AGENDA – MONDAY APRIL 16
	  NOE Chapter 8 – Developing Employees for Future Success – ppt review and discussion
	- **NOE Chapter 9 – High Performance Organization – ppt review and discussion**
	- **Possible guest speaker on ARTIFICIAL INTELLIGENCE**
	- **DISCUSSION OF FINAL CASE PROJECT - ASSIGNMENT – WORLDWIDE WIDGET CASE .**

Week 12	• **IN PREPARATION FOR INET SESSION APRIL 23, 2018** • **Review posted Handout on lists of metrics provided by Prof. Miller**

		• **Do a bit of WEB research, concerning Metrics and Workforce Analytics for HR"** • **Prepare to discuss in class the differences between these.** • **Read NOE – Chapter 14 – Providing Employee Benefits** • **CONTINUE WORKING ON YOUR INDIVIDUAL ACTION PLAN FOR WW WIDGET CASE** • **SESSION AGENDA – MONDAY APRIL 23:** • **NOE – Chapter 11- Separating and Retaining – ppt review** • **NOE – Chapter 12 –Establishing a Pay Structure – ppt review** • **Other topics at discretion of Prof.** • **CONTINUE WORKING ON YOUR INDIVIDUAL ACTION PLAN FOR WW WIDGET CASE.** •
Week 13		• **IN PREPARATION FOR INET SESSION APRIL 30** • **Read NOE – Chapter 14 – Providing Employee Benefits** • **Read Article "A Time for Re-Imagining How Work gets Done".** • **Read articles – TBD –** • **Both posted on NYUCLASSES** **SESSION AGENDA – MONDAY, APRIL 30** - **NOE – Chapter 14 – Providing Employee Benefits - PPT review and discussion** - **Catch up - open issues… cover topics not yet covered due to time**
Week 14		**IN PREPARATION FOR INET SESSION MAY 7:** - **IF ASSIGNMENT IS FOR TEAM WORK…TBD… prepare and finalize the Team's findings and presentation in PPT.** - **Make decisions about how it will be presented.** - **Remember each team will have 30 min. 25 min for the presentation and then 5- 10 min to answer questions from Prof. Miller and other students.** - **Remember - every team member must speak during the presentation.** - **TEAM POWERPOINT PRESENTATION EMAILED A FEW DAYS IN ADVANCE (Date TBD)**

	- **ASSIGNMENT 10 – INDIVIDUAL ACTION PLAN – print out and submit at class session – ALSO EMAIL TO PROF MILLER BY MONDAY – MAY 7 - BY 8PM. (TENTATIVE)** - **SESSION AGENDA – MAY 7, 2018 – LAST SESSION** - **TBD – possible- TEAM PRESENTATIONS OF THE WORLD WIDE WIDGET CASE** - **ANTICIPATE N TEAMS - EACH OF N STUDENTS - TBD.** - **NOE Chapter 16 – Managing HR globally – ppt review and discussion** - **SELECTED VIDEO – SUMMARY OF COURSE OBJECTIVE**

Academic Integrity:

All students are responsible for understanding and complying with the NYU Statement on Academic Integrity.

Academic Integrity for Students at NYU

This policy sets forth core principles and standards with respect to academic integrity for students at New York University. Each school at New York University may establish its own detailed supplemental guidelines for academic integrity, consistent with its own culture, and consistent with the University-wide general guidelines described in this document.

At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others. In turn, these values will create a campus climate that encourages the free exchange of ideas, promotes scholarly excellence through active and creative thought, and allows community members to achieve and be recognized for achieving their highest potential.

In pursuing these goals, NYU expects and requires its students to adhere to the highest standards of scholarship, research and academic conduct. Essential to the process of teaching and learning is the periodic assessment of students' academic progress through measures such as papers, examinations, presentations, and other projects. Academic dishonesty compromises the validity of these assessments as well as the relationship of trust within the community. Students who engage in such behavior will be subject to review and the possible imposition of penalties in accordance with the standards, practices, and procedures of NYU and its colleges and schools. Violations may result in failure on a particular assignment, failure in a course, suspension or expulsion from the University, or other penalties.

Faculty are expected to guide students in understanding other people's ideas, in developing and clarifying their own thinking, and in using and conscientiously acknowledging resources - an increasingly complex endeavor given the current environment of widely available and continually emerging electronic resources. In addition, students come to NYU from diverse educational contexts and may have understandings regarding academic expectations that differ from those at NYU. NYU values and respects all academic traditions; however, while at NYU, students are expected to adhere to the norms and standards of academic integrity espoused by the NYU community and will be assessed in accordance with these standards. Students should ask their professors for guidance regarding these standards as well as style guide preferences for citation of sources for assignments in their courses.

Following are examples of behaviors that compromise the academic and intellectual community of NYU. The list is not exhaustive. Students should consult the websites and guidelines of their individual schools for an extended list of examples and for further clarification.

1. Plagiarism: presenting others' work without adequate acknowledgement of its source, as though it were one's own. Plagiarism is a form of fraud. We all stand on the shoulders of others, and we must give credit to the creators of the works that we incorporate into products that we call our own. Some examples of plagiarism:
- a sequence of words incorporated without quotation marks
- an unacknowledged passage paraphrased from another's work
- the use of ideas, sound recordings, computer data or images created by others as though it were one's own

2. Cheating: deceiving a faculty member or other individual who assess student performance into believing that one's mastery of a subject or discipline is greater than it is by a range of dishonest methods, including but not limited to:
- bringing or accessing unauthorized materials during an examination (e.g., notes, books, or other information accessed via cell phones, computers, other technology or any other means)
- providing assistance to acts of academic misconduct/dishonesty (e.g., sharing copies of exams via cell phones, computers, other technology or any other means, allowing others to copy answers on an exam)
- submitting the same or substantially similar work in multiple courses, either in the same semester or in a different semester, without the express approval of all instructors
- submitting work (papers, homework assignments, computer programs, experimental results, artwork, etc.) that was created by another, substantially or in whole, as one's own
- submitting answers on an exam that were obtained from the work of another person or providing answers or assistance to others during an exam when not explicitly permitted by the instructor
- submitting evaluations of group members' work for an assigned group project which misrepresent the work that was performed by another group member
- altering or forging academic documents, including but not limited to admissions materials, academic records, grade reports, add/drop forms, course registration forms, etc.

3. Any behavior that violates the academic policies set forth by the student's NYU School, department, or division.

Moses Center Statement of Disability

If you are student with a disability who is requesting accommodations, please contact New York University's Moses Center for Students with Disabilities at 212-998-4980 or mosescsd@nyu.edu. You must be registered with CSD to receive accommodations. Information about the Moses Center can be found at www.nyu.edu/csd. The Moses Center is located at 726 Broadway on the 2nd floor.