TALENT DEVELOPMENT - UNDERSTANDING HUMAN RESOURCES

PADM-GP.2135

Fall 2017

Tuesdays 4:55-6:35

Bldg: BOBS LL150

Professor Peter Vincent
pv27@nyu.edu
Phone: 646.246.8752

Office Hours: By appointment

Course Description

TALENT DEVELOPMENT - UNDERSTANDING HUMAN RESOURCES is designed to introduce current and future non-profit leaders to the methods, principals, and techniques of managing human capital. Regardless of the role you will play in organizations, developing your people leadership skills will be a critical factor in your success. Across all sectors, leaders today are expected to maximize the performance and potential of their teams 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. We will take a practical look at essential organizational processes including: Recruitment and Selection, Legal Issues in Human Capital, Goal Setting, Coaching and Feedback, Performance Appraisal, Leading Change, Organizational Culture, Equity, Diversity & Inclusion, Leadership and more.

We will emphasize practical application through class discussions, cases and reflections on students’ experiences at work and in school. Most if not all sessions will involve some form of interactive, practical activity.

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 – and challenge and expand them.

As you are graduate students, I expect you will take responsibility for your own learning. If there is something you don’t understand or is not working for you, please let me know.

While I hope you will learn from the course materials and me, 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.

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
- Eikenberry & Harris – From Bud to Boss, 2011
- Harvard Business Review articles; There is a course pack on the HBR site, here’s the link: [http://cb.hbsp.harvard.edu/cbmp/access/65534173](http://cb.hbsp.harvard.edu/cbmp/access/65534173)

Readings (other than HBR articles) will be available on reserve at Bobst Library.

Check NYU Classes every week for announcements, reminders, assignments, etc.

Course Assignments:

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

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Total 100%

Assignment Format

All papers should be double-spaced and have 1-inch margins and use 12 pt. font. Your papers should have a cover page, and I expect that all your written work will be carefully written, in full sentences and proofread 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 Sept. 26 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 (There are no shortage of them). 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: Making A Performance Review Work For The Organization And Staff. Due Oct 31 in class and emailed to me**

For this assignment, you will critique performance evaluation forms currently in use in organizations. You will be asked to look at 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 on or before December 5 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 improvement. More details will be provided later in the semester.

**Reading Reflections**

Three times during the semester, you’ll submit brief (500 words or less) reflections on one of the readings. You choose which ones and when. The goal here is for you to react to the reading (not merely regurgitate it) and express an opinion, agree/disagree, offer a different p.o.v. In essence, apply some critical thinking and reflection. You may be asked to share some of your thoughts in class as well. **Due by Oct 6, Nov 3 and Dec 1.**

**Class Participation:** I hope this class will be informal, talkative, humorous and joyful. I encourage you to think out loud and try out ideas in class. Bringing “people issues” from your outside jobs or activities is welcome and will add practicality to what we are discussing. 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 key component 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. We'll discuss in the first class an approach to electronic devices.

“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 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:
  - 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
- 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:

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<td>Material can be found on the Internet</td>
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<tr>
<td>HBR</td>
<td>Article in course pack on Harvard Business Review site</td>
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In preparation for class #1 on 9/5 – Class Overview/Intro to HR Leadership - Guest Speaker

- Complete this student survey on Survey Monkey by end of August
  https://www.surveymonkey.com/r/NYUHR2017
- Drucker, Peter Managing the Nonprofit Organization pp 143-185 NC
- Bryant, A. 2011 Google’s Quest to Build a Better Boss New York Times I
• Eikenberry & Harris – From Bud to Boss pp 1-57  B
• Capelli P Why we love to hate HR and what we can do about it Harvard Business Review July-August 2015  HBR

In preparation for the class #2 on 9/12 - Legal Environment

• Read summaries (the whole Supreme Court case decision if you’re ambitious) about these landmark cases:
  o Ledbetter vs Goodyear Tire and Rubber
  o Griggs vs Duke Power
  o Vinson vs Meritor Savings Bank
• Key employment laws
  o http://www.thehrspecialist.com/2783/The_10_Employment_Laws_Every_Manager_Should_Know.hr?cat=tools
• On December 1, 2016, a significant change was introduced by the Obama administration about how the government classifies workers: who is and isn’t eligible for overtime. This had major implications for non-profit organizations. It is currently on hold and unlikely to be implemented
  o Read the history of the Fair Labor Standards Act
  o Come prepared to summarize the pending changes, and to discuss what you as a leader of an organization would have done to prepare for it
  o Is this change overdue? Is it appropriate or government overreach?

In preparation for classes # 3&4 on 9/19 and 9/26 - Recruitment and Selection – The Importance of Hiring the Right People

• Bock, Laszlo Work Rules!  Chapters 3-5  NC
• Murphy, Mark The hidden flaw in behavioral interviewing  Forbes December 2014  http://www.forbes.com/sites/markmurphy/2014/12/03/the-hidden-flaw-in-behavioral-interview-questions/#12ae7e624f51

Assignment #1 due 9/26
In preparation for class #5 on 10/3 – On-boarding and Coaching

- Eikenberry & Harris – From Bud to Boss pp 155-196 B
- Michael Watkins - First 90 Days pp 1-32 NC
- Keller Johnson, Lauren “Rapid Onboarding at Capital One” NC

In preparation for class # 6 & 7 on 10/10 and 10/17 – Diversity, Inclusion and Equity

Guest Speaker

Class 6 – will focus on gender
Class 7 – will focus on race and ethnicity

- Dobbin, F and Kalev, A – Why Diversity Programs Fail Aug 2016 HBR
- Mundy, Liza “Why is Silicon Valley so Awful to Women?” The Atlantic April 2017 I
- Enhancing the LGBT Friendliness of Your Non Profit AARP http://www.aarp.org/content/dam/aarp/states/dc/2014/lgbt-manual-ice-aarp.pdf
- The State of Diversity in Environmental Organizations – Dorcetta Taylor – available on the Green 2.0 website I
- Chandler, J. “Nonprofits, you are the champions of diversity, inclusion and equity” 2016 https://www.councilofnonprofits.org/thought-leadership/nonprofits-you-are-the-champions-diversity-inclusion-and-equity I
In preparation for class #8 on 10/24 – Feedback/Managing Performance

- Reinventing Performance Management – Buckingham & Goodall April 2015 HBR
- Culbert, Samuel A. The Wall Street Journal. “Get Rid of the Performance Review! It destroys morale, kills teamwork and hurts the bottom line. And that’s just for starters.” October 20, 2008. NC

In preparation for class #9 on 10/31 – Leading Change

- John Kotter kotterinternational.com Study the 8 step process on his website I
- Also about Kotter http://www.leadershipthoughts.com/kotters-8-step-change-model/I
- Kirby, Julia Jack Griffin’s Ouster – Lessons from a Failed Change Agent NC
- Watkins, M. Leading the Team You Inherit June 2016 HBR
- Eikenberry & Harris – From Bud to Boss pp 67-105 B
- Research the theory of “Appreciative Inquiry” and come to class prepared to discuss what it is and how you would apply it when implementing change in your organizations
- Optional: Our Iceberg is Melting by John Kotter

Assignment #2 due 10/31

In preparation for the class #10 on 11/7 – Retention Planning/Talent Management

- Ross, Judith Five Ways to Boost Retention HBR
- Knight, Rebecca “Managing People from 5 Generations” Sept 2014 HBR
- Eikenberry & Harris – From Bud to Boss pp 111-151 B
- Go on line and find an article that discusses the differences between generations in the workforce and how to motivate them. (Boomers vs. Gen Xers vs. Gen Y/Millennials) Bring in and be prepared to discuss
In preparation for the class #11 on 11/14 – Learning and Development/Career Development

- Learning culture NC
- Landles-Cobb, Kramer, Smith NonProfits Can’t Keep Ignoring Talent Development HBR

Optional, a good resource: “Employee Development on a Shoe String” Halelly Azulay

In preparation for the class #12 on 11/21 – Total Rewards/Compensation and Benefits

- SHRM Foundation Robert Heineman Implementing Total Rewards Strategy NC
- World at Work “Total Rewards Implementation and Integration” [https://www.worldatwork.org/waw/adimLink?id=41032](https://www.worldatwork.org/waw/adimLink?id=41032)
- Letts, Ryan, Grossman High Performance Nonprofit Organizations pp120-125 NC

In preparation for the class #13 11/28 – Succession Planning/ Terminations

- Young and Clueless HBR
- [https://www.councilofnonprofits.org/tools-resources/succession-planning-nonprofits](https://www.councilofnonprofits.org/tools-resources/succession-planning-nonprofits)
In preparation for the final class #14 12/5 – Quality of Work Life, Pulling It All Together, Employee Engagement, Volunteers
Assignment #3 due

- Letts, Ryan, Grossman High Performance Nonprofit Organizations pp193-202 NC