#### NYU Wagner logo

# **PADM-GP 2135.001 Human Resources:**

# **Leading Talent Development**

# **Spring 2024**

## Instructor Information

* Prof. Erica Foldy
* Email: erica.foldy@nyu.edu
* Office: Puck 3061
* Office Hours: By appointment. Just email me with some times that you can meet.

## Course Information

* Class Meeting Times: Tuesdays, 6:45 to 9:00 (at the outside limit; we will not always meet until 9pm)
* Class Location: 40 W. 4th St. (Tisch Hall), Room LC9

## Course Prerequisites

* CORE-GP 1020, Management and Leadership

## Course Description

While this course covers core human resources topics, this is not a traditional HR or talent development course. First, it is designed for managers rather than human resource professionals. Second, it is about interpersonal effectiveness in the context of HR tasks and responsibilities. You could say it is about the relationships that undergird a productive, happy workplace, and how those can be strengthened as part of HR policies and practices. Third, and related, this course focuses on how HR approaches can create learning environments that enhance the growth of individual employees, work teams and the whole organization. Finally, attention to equity and justice will be a theme throughout the course.

The course has three phases. The *first* or foundations phase includes different approaches to talent development; creating a learning, reflective orientation and how that can enhance organizational and interpersonal effectiveness; and a grounding in Inclusion, Diversity, Belonging, Equity and Access (IDBEA). The *second* phase covers the HR cycle or basic personnel functions including job design, staffing, career development, and performance appraisal. The *third* phase synthesizes the learning of the previous weeks, including returning to IDBEA.

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 organization, it will draw on ideas and materials from the public, non-profit and for-profit sectors.

## Course Expectations

* Since Management and Leadership 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 teaching 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 be informative.
* You will learn more if you come prepared to reflect on your own experience, work style, 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.

## Course and Learning Objectives

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 modify your ways of thinking and acting in the world.

### Specific learning objectives

As a result of this course, students will be able to:

1. Describe the HR cycle and the basic functions that it contains.
2. Explain the importance of frames and how they influence actions and outcomes.
3. Be able to surface their own frames and assumptions, reflect on them, and modify them.
4. Know the basics of the legal environment regarding inclusion, diversity, belonging, equity and access in organizations.
5. Distinguish among more and less effective approaches to IDBEA.
6. Understand the impact of organizational and job design on employees’ motivation and learning.
7. Know the key steps in recruitment, including behavioral interviewing.
8. Name best practices for employee career development.
9. Design a performance appraisal system.
10. Give and receive feedback in constructive ways.
11. Develop well-functioning volunteer programs.
12. Diagnose HR issues and suggest appropriate solutions.

**Learning Assessment Table**

| **Assignment** | **Course Objective Covered** |
| --- | --- |
| Attendance | All |
| 2-Column Case | #2 and 3 |
| Job Description and Interview Questions | #7 |
| Course Feedback Memo | #10 |
| Case Analysis | #1, 4, 5, 6, 11, 12 |
| Final Paper | All |

## Course Texts -- Required

* HBS Coursepack: https://hbsp.harvard.edu/import/1122826
* Harvard Kennedy School case “Generations Incorporated.” You must buy this case from this website: <https://case.hks.harvard.edu/> Type the name of the case into the search box and it should come right up. You do not need the Epilogue, just the main case.
* Stone, D., Patton, B. and Heen, S. 2010. Difficult Conversations. New York: Penguin Books. Available at NYU Bookstore (or you may be able to get the book less expensively at other outlets.)
  + NOTE: The library has one electronic copy of the book; you cannot download it. I strongly encourage you to buy the book, read it closely, underline important passages and fold down page corners. It can be an enormously useful reference book and won’t lose its usefulness over time.
* Stone, E. and Heen, S. 2014. ***Thanks for the Feedback***. Viking. Available at NYU bookstore or perhaps less expensively at other outlets.
* Required: Ellis, S. 2010. From the Top Down: The Executive Role in Volunteer Program Success, 3rd ed. Philadelphia: Energize Books. Available at NYU Bookstore. (You can get an electronic version less expensively from [Energize, Inc](http://www.energizeinc.com/store/1-102-E-3). and hard copies from on-line booksellers.)
* Other readings are available on Brightspace.
* **I will send an email every week with announcements, reminders, assignments, etc. If the material in that email conflicts with this syllabus, go with the email.**

## Course Requirements

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

Personal case: 1-2 pages, single-spaced: 5%

Job description and interview questions: 2-3 pages, single-spaced: 15%

Course feedback memo: 3 pages, double-spaced: 20%

Case analysis: 4 pages, double-spaced: 25%

Final paper: 7 pages, double-spaced: 30%

Attendance: 5%

### Assignments

**Papers should be posted on Brightspace at noon** on the day they are due; if not, they will be considered one day late.

**Late assignments will lose 10% of the assignment’s points for each 24-hour period they are late** (which begins immediately after the posting deadline). However, if you are facing some kind of serious, urgent and unforeseen situation that could delay turning in the assignment, **contact me as soon as possible** to discuss other arrangements.

* **Personal Case**: Due **February 3**. This is a 1-2 page, single-spaced description of a difficult conversation you had with a co-worker, friend or partner, family member, etc. More details to come.
* **Job Description and Interview Questions**: Due **March 10.** 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 **April 2**. 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**: See due dates below. In this 5-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.) Specific guidelines for each case will be provided before it is due. Specific cases and dates include:
  + “Teaming at Disney Animation” due **February 27**
  + “Diversity and Inclusion at the Los Angeles Cleantech Incubator” due **April 16**
  + “Generations Incorporated” due **April 23**
* **Final paper**: Due **May 7** (but note you will discuss the paper in class April 30.) In this 8-page 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 are the protagonist: 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 and research findings 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.

### Attendance

Attendance is worth 5% of the grade. You are allowed one absence with no impact on your grade. However, you must email me ahead of time to let me know you are missing class. Missing more than three classes is grounds for failure, unless there is some kind of crisis situation in your life. If so, you must be in touch with me to discuss.

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.

However, note that I am not grading student participation. James Lang, a professor who writes about teaching for university faculty, wrote in an article, “I no longer grade class participation because... everyone participates in my courses. That’s the expectation and the reality. Participation... is as essential to the course as writing the assigned papers... You can’t be a full member of our community without participating in class.”

I could not agree more with this! So, this is the expectation I set: everyone contributes to class discussion. (See more details below about what I mean by this.) However, this is an experiment. If I find that class participation is lagging compared with previous years, then we will have a conversation about how to proceed. I do reserve the right to begin grading discussion comments if I deem it necessary.

In addition to attending class, I expect students will:

* + - Speak often (at least a couple of times per class).
    - Take risks by answering difficult questions, offering unpopular ideas, and being willing to think out loud and change their mind.
    - Be actively engaged in small group discussions.
    - Be prepared for class, as evidenced by:
      * Providing substantive responses if cold called by professor (though students can certainly pass if they are not prepared)
      * Applying ideas from the readings
      * Challenging or extending ideas in the readings or contrasting them with previous readings.

## And three more important things:

YOU MAY NOT USE ELECTRONIC DEVICES IN CLASS, including laptops, phones and tablets. This is to enhance class discussion and your learning. Please print out readings and bring them to class and have paper and pen available to take notes. (If printing out the readings is a problem for you, see me.) See these articles below that summarize the research behind this policy. (Or you can find them on Brightspace - go to the folder Supporting Documents and then you will see the folder.)

* <https://www.educationnext.org/should-professors-ban-laptops-classroom-computer-use-affects-student-learning-study/>
* <https://www.insidehighered.com/digital-learning/article/2019/07/10/survey-shows-nearly-half-students-distracted-technology>
* https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html

YOU MUST ATTEND IN PERSON. Zoom attendance is only allowed in exceptional circumstances. Email me if you feel you cannot come to class.

USING CHATGPT, BARD AND OTHER GENERATIVE AI IN WRITING. I encourage you to avoid using AI, but I won’t ban or police it. I do plead with you to do your own thinking first and then, if you feel you must, bring it in later. And, if you use it, you must turn in two versions – the version you wrote on your own and the version post-AI.

## Overview of the Semester

### Foundations for HR and Talent Development

* Week 1
  + Date: January 23
  + Topic: Course Introduction; Approaches to HR and Talent Development
* Week 2
  + Date: January 30
  + Topic: HR and Talent Development: Basic Functions
* Week 3
  + Date: February 6
  + Topic: Learning in Organizations 1
* Week 4
  + Date: February 13
  + Topic: Learning in Organizations 2
* Week 5
  + Date: February 20
  + Topic: IDBEA 1 (Inclusion, Diversity, Belonging, Equity and Access)

### The HR Cycle: Human Resource Functions

* Week 6
  + Date: February 27
  + Topic: Job Design
* Week 7
  + Date: March 5
  + Topic: Recruitment and Staffing 1
* Week 8
  + Date: March 12
  + Topic: Recruitment and Staffing 2

SPRING BREAK

* Week 9
  + Date: March 26
  + Topic: Career and Professional Development
* Week 10
  + Date: April 2
  + Topic: Giving Feedback
* Week 11
  + Date: April 09
  + Topic: Performance Appraisal

Synthesis: Putting It All Together

* Week 12
  + Date: April 16
  + Topic: IDBEA 2
* Week 13
  + Date: April 23
  + Topic: Volunteers
* Week 14
  + Date: April 30
  + Topic: Course Review

## Course Readings, Applications, and Assignments

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**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. Engagement in the applications is considered part of participation.

### Week 1, January 23

#### Course Introduction, Approaches to HR

#### Readings

* Kaplan, MJ. 2018. Complexity demands new approaches to work. Stanford Social Innovation Review, May 3.
* Lepore, J. 2009. Not so fast. The New Yorker, pp. 114-122. October 12.
* Parlamis, J. and Monnot, MJ. 2019. Getting to the CORE: Putting an end to the term “soft skills.” Journal of Management Inquiry 28 (2).
* Carter, Evelyn R. 2020. Restructure your organization to actually advance racial justice. Harvard Business Review, June 22.

#### Application: Discuss the mini-case: Should I ask my secretary to fix her teeth?

### Week 2, January 30

#### Human Resources: Basic Functions

#### Readings

* Gallup. 2022. Why having a best friend at work is important. (Podcast or transcript.) https://www.gallup.com/cliftonstrengths/en/406298/why-having-best-friend-work-important.aspx
* Bauer, T. et al. 2020. Human Resource Management: People, Data, and Analytics. Chapter 1 (just pp. 3-25): Introduction to Human Resource Management.
* 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:

Prepare case for class discussion: Stone, M. 2004. Greenhill Community Center. The Electronic Hallway.

### Week 3, February 6

#### Learning in Organizations 1

#### Readings

* Stone, D., Patton, B. and Heen, S. 2010. Difficult Conversations. Introduction and Chapters 1-6. New York: Penguin Books.
* [For those of you who have read Difficult Conversations for another class, I strongly suggest you re-read it (there’s a lot in there to digest). However, if you feel you know it well, you can read the book Thanks for the Feedback by Stone and Heen, 2014. Do this reading as your assignment for both this week and the next week. The entire class will be reading chapters of this book for Week Nine.]

#### Assignment: Prepare a two-column case. I must receive these by Saturday, **February 3** at midnight.

### Week 4, February 13

#### Learning in Organizations 2

#### Readings

* Stone, D., Patton, B. and Heen, S. 2010. Difficult Conversations. Chapters 7-12 and Ten Questions People Ask…. 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 5, February 20

#### IDBEA 1 (Inclusion, Diversity, Belonging, Equity and Access): Racism, Homophobia & the Legal Environment at Work

Readings

* Bauer, Talya et al. 2020. Human Resource Management: People, Data, and Analytics. Chapter 4: Diversity, Inclusion and Equal Employment Laws. Pp. 108-143.
* McKinsey. 2020. LGBTQ+ voices: Learning from lived experience. <https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights/lgbtq-plus-voices-learning-from-lived-experiences>
* 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. (I strongly encourage reading the entire article but if necessary focus on pp. 395 till the end).

#### Application

* Prepare case for class discussion: Friedman, Ray. The Case of the Religious Network Group. Harvard Business Review.

### Week 6, February 27

#### Job Design 1

* Bohlander, G. and Snell, S. Creating high-performance work systems. Ch 16 in Managing Human Resources, 15th ed. South-western Cengage Learning.
* Puzio, A. 2021. Who wants to return to the office? Fivethirtyeight.com.
* 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.

#### Application and Assignment:

1. Prepare case: Edmondson, A. 2014. Teaming at Disney Animation. Harvard Business Publishing.

### Week 7, March 5

#### Recruitment and Staffing 1: Overview and Behavioral Competencies

#### Readings

* Fernandez-Araoz, C. et al. 2009. The definitive guide to recruiting in good times and bad. Harvard Business Review, May.
* Bernstein, E and Ross, A. 2019. Note on Structured Interviewing. Harvard Business School.
* Auger-Dominguez, D. 2022. Inclusion Revolution: The Essential Guide to Dismantling Racial Inequity in the Workplace. Seal Press. Chapter 3: Overhaul your recruitment.

Application:

How to write behavioral competencies and conduct structured interviewing

#### Assignment

Job Description and Interview Questions – due March 10.

### Week 8, March 12

#### Recruitment and Staffing 2: Attraction & Selection; Using Artificial Intelligence

* Metz, C. 2021. Who is making sure the AI machines aren’t racist? New York Times. March 15.
* Logg, J. M. 2019. Using algorithms to understand biases in your organization. Harvard Business Review.
* Rasmussen, T. H. 2023. Moving People Analytics from Insight to Impact. Human Resource Development Review.

#### Application

1. Prepare case for class discussion: Polzer, Jeffrey T. Trust the algorithm or your gut? Harvard Business Review.
2. Guest speakers: Anna Trask and Kristin Demaio, HR experts.

### SPRING BREAK

### Week 9, March 26

#### Career and Professional Development

#### Readings

* Garavan T. N., Carberry, R. and Rock, A. 2012. Mapping talent development: definition, scope and architecture. European Journal of Training and Development 36 (1): 5-24.
* Stahl, R. 2022. The soft stuff doesn’t have to be hard: Foundation investments in grantee workers are necessary, valuable and measurable
* Human Futures Project. Career Anchors Inventory Questionnaire

#### Application:

Discussion: How can organizations develop employees with different career anchors?

#### Week 10, April 2

#### Giving and Receiving Feedback

#### Readings

* Stone, Patton and Heen, Difficult Conversations – review Chapter 8.
* Stone, D. and Heen, S. 2014. Thanks for the Feedback. Introduction and Chapters 1, 2, 3 and 6. (Add Chapter 13 if you have time.)
* McKinsey and Company. Why feedback can be a gift. Check out a few of these [videos](https://www.mckinsey.com/featured-insights/themes/why-feedback-can-be-a-gift) (start with Joe Ngai.) https://www.mckinsey.com/featured-insights/themes/why-feedback-can-be-a-gift

#### Application

Student groups will provide me verbal feedback about the course.

#### Assignment: Course feedback memo.

### Week 11, April 09

#### Performance Appraisal

#### Readings

* 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.
* Bauer, T. et al. 2020. Human Resource Management: People, Data and Analytics. Chapter 9, Performance Management, pp. 292-329. (Focus on 292-314. The Auger-Dominguez covers much of the material from 315 on.)
* Auger-Dominguez, D. 2022. Inclusion Revolution: The Essential Guide to Dismantling Racial Inequity in the Workplace. Chapter 8: No talent left behind.
* Nonprofit AF. 2015. [Why most annual performance reviews suck](https://nonprofitaf.com/2015/10/why-the-annual-performance-review-has-no-place-in-the-nonprofit-sector/) and how we can make them better. October 12. https://nonprofitaf.com/2015/10/why-the-annual-performance-review-has-no-place-in-the-nonprofit-sector/
* Recommended: Watch this very brief [video](https://www.youtube.com/watch?v=Jc3SkZlPiDk): Academy of Management: Measuring performance can boost feelings that work is worthy. <https://www.youtube.com/watch?v=Jc3SkZlPiDk>
* Recommended: Xpert HR: Navigating performance management: From PIP to termination

#### Application:

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

### Week 12, April 16

#### Inclusion, Diversity, Belonging, Equity and Access (IDBEA) 2: Organizational Change

#### Readings

* Holvino, Evangelina et al. 2004. Creating and sustaining diversity and inclusion in organizations: Strategies and approaches. In The Psychology and Management of Workplace Diversity, ed by Margaret S. Stockdale and Faye J. Crosby. Blackwell Publishing.
* Livingston, R. 2020. How to promote racial equity in the workplace. Harvard Business Review. September-October.

#### Application and Assignment

* Prepare case: Kickul, J. et al. 2018. Diversity and inclusion at the Los Angeles Cleantech Incubator. Harvard Business Publishing. <https://hbsp.harvard.edu/import/788718>
* Guest Speaker: Aubrey Williams, Global Diversity, Equity, and Inclusion Senior Specialist, Wikimedia Foundation.

### Week 13, April 23

#### Volunteers

#### Readings

* 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.

#### Assignment and Application:

* Prepare case: Simon, Harvey. 1999. Generations Incorporated: The Search for Volunteers. Harvard Kennedy School.
* Guest speaker: Patricia Guadarrama, National Volunteer Program Manager, The Young Center for Immigrant Children’s Rights.

### Week 14, April 30

#### 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 due May 10.

**Technology Support and Etiquette**

**Classroom Norms**

Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Classes site and are for students enrolled in this course only.

Should this class need to pivot to remote due to a public health disruption, the course will meet each week using Zoom. You will be expected to participate in each class with your Zoom audio and video on. Please review Wagner’s [Zoom in the Classroom](https://wagner.nyu.edu/portal/student/zoom) series about classroom etiquette, participation, and more.

**Technology Support -- For ALL Students**

You have 24/7 support via NYU’s IT services. Explore the [NYU servicelink knowledgebase](https://nyu.service-now.com/servicelink/search_results.do?sysparm_search=student+guides&x=0&y=0&sysparm_fa=&sysparm_sp=&sysparm_cat=&sysparm_serv=&sysparm_location=24e7c87598a074004c8c03063d84e2a6&sysparm_role=&sysparm_base=) for troubleshooting and student guides (NYU Classes, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom’s 24/7 technical support](https://support.zoom.us/hc/en-us/articles/201362003) (includes a chat function), or review [Zoom’s support resources](https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](https://www.nyu.edu/admissions/financial-aid-and-scholarships/covid-relief-grant.html).

## Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

## Letter Grades

Letter grades for the entire course will be assigned as follows:

| **Letter Grade** | **Points** |
| --- | --- |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |
| **C-** | 1.7 points |
| **F** | 0.0 points |

### Student grades will be assigned according to the following criteria:

* (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
* (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
* (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
* (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectivesbut shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
* (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
* (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
* (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.Wagner Academic Policies and Procedures

### Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

### Other Wagner Policies

[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)