

**Robert F. Wagner Graduate School of Public Service
New York University**

TALENT DEVELOPMENT - UNDERSTANDING HUMAN RESOURCES

PADM-GP.2135-001

Spring 2018

Wednesdays 4:55-6:35

Bldg: 25 West 4th C-20

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Office Hours: By appointment

rev 1/6/18

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 then 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, Rewards 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 best practice 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 to 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 attendance and participation are 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

- Stone, D., Patton, B. and Heen, S. 1999. Difficult Conversations. New York: Penguin Books.
- Stone, D and Heen, S. 2014 Thanks for the Feedback New York: Penguin Books
- Eikenberry & Harris – From Bud to Boss, 2011
- Harvard Business Review (HBR) articles; There is a course pack on the HBR site, here's the link : <http://cb.hbsp.harvard.edu/cbmp/access/72938965>

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.

	<u>Percentage</u>
Job Posting and Interview Questions	25%
Performance Appraisal critique	25%
Final paper on organizational culture	30%
Reading Reflections	10%
Class participation and attendance	<u>10%</u>
Total	<u>100%</u>

Assignment Format

The three 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

Talent Selection, Job Postings and Interviewing: The Importance of Bringing in the Right People. Due Feb 14 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 March 28 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 May 2 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, this is not a "book report") 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. One is due by Feb 15, April 1 and May 1. These are not letter graded and a hard copy may be handed in at any time.

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 and current events (no shortage of issues these days!) 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:

B = Book

NC = NYU Classes

I = Material can be found on the Internet

HBR = Article in course pack on Harvard Business Review site:

<http://cb.hbsp.harvard.edu/cbmp/access/72938965>

In preparation for class #1 on January 24 – Class Overview/Intro to HR Leadership

- Complete this student survey on Survey Monkey before the first class
<https://www.surveymonkey.com/r/NYUHR2018>
- Drucker, Peter Managing the Nonprofit Organization pp 143-185 **NC**
- Bryant, A. 2011 Google's Quest to Build a Better Boss New York Times
<http://www.nytimes.com/2011/03/13/business/13hire.html> **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**
- Why Should Anyone Be Led By You? Sept-Oct 2000 Robert Goffee and Gareth Jones **HBR**

In preparation for classes # 2 & 4 on Jan 31 and Feb 14 - Recruitment and Selection – The Importance of Hiring the Right People

Jan 31 – Guest professor Frederick Lamster

- Bock, Laszlo Work Rules! Chapters 3-5 **NC**
- McGraw, Mark “Hires’ Remorse” Human Resources Executive Online LRP Publications July 22 2013
<http://www.hreonline.com/HRE/view/story.jhtml?id=534355102> **NC**
- Common Interview Mistakes <http://www.cbsnews.com/news/10-mistakes-managers-make-during-job-interviews> **I**
- 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> **I**

In preparation for the class #3 on Feb 7 - Legal Environment

- Read summaries (the whole Supreme Court case decision if you're ambitious) about these landmark cases:
 - Ledbetter vs Goodyear Tire and Rubber
 - Griggs vs Duke Power
 - Vinson vs Meritor Savings Bank
- Key employment laws
 - http://www.thehrspecialist.com/2783/The_10_Employment_Laws_Every_Manager_Should_Know.hr?cat=tools **I**
- 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 was killed recently by the Trump administration.
 - Read the history of the Fair Labor Standards Act

- Come prepared to summarize the changes that had been proposed, and to discuss what you as a leader of an organization would have done to prepare for it
- Is this change overdue? Is it appropriate or government overreach?

Assignment #1 due Feb 14

In preparation for class #5 on Feb 21 – 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**
- Business Management Daily “Successful Onboarding: Follow the 5 Cs”
<http://www.businessmanagementdaily.com/20066/successful-onboarding-follow-the-5-cs#> **I**

In preparation for class # 6 & 7 on Feb 28 and March 7 – Diversity, Inclusion and Equity

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**
- Slaughter, Anne-Marie, “Why Women Still Can’t Have It All”, Atlantic Magazine, July/August 2012. <http://www.theatlantic.com/magazine/archive/2012/07/why-women-still-can-8217-t-have-it-all/9020/> **I**
- Kay, K and Shipman C 2015 The Confidence Gap The Atlantic 2015
<http://www.theatlantic.com/magazine/archive/2014/05/the-confidence-gap/359815/> **I**
- Mundy, Liza “Why is Silicon Valley so Awful to Women?” The Atlantic April 2017
<https://www.theatlantic.com/magazine/archive/2017/04/why-is-silicon-valley-so-awful-to-women/517788/> **I**
- Enhancing the LGBT Friendliness of Your Non Profit AARP
<http://www.aarp.org/content/dam/aarp/states/dc/2014/lgbt-manual-lce-aarp.pdf> **I**
- Coontz, S Why Gender Equity Stalled 2013 NY Times
<http://www.nytimes.com/2013/02/17/opinion/sunday/why-gender-equality-stalled.html> **I**
- Rothman, J. 2014 “The Origins of Privilege” New Yorker
<http://www.newyorker.com/books/page-turner/the-origins-of-privilege> **I**
- Thurman, R. “NonProfits Don’t Really Care About Diversity” Stanford Social Innovation Review 2011
http://ssir.org/articles/entry/nonprofits_dont_really_care_about_diversity **I**
- 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> |
- Minor to Major – The Economist 3/14/15 <http://www.economist.com/news/special-report/21645996-one-american-six-now-hispanic-up-small-minority-two-generations-ago> |

No class March 14

In preparation for class #8 on March 21 – Feedback/Managing Performance

- Reinventing Performance Management – Buckingham & Goodall April 2015 **HBR**
- Stone, D., Patton, B. and Heen, S. 1999. Difficult Conversations. Chapters 7-12, pp. 131-232. New York: Penguin Books. **B**
- Stone, D., and Heen, S. 2014 Thanks for the Feedback Chapters 11-13 **B**
- 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**
- SHRM Is it Time to Put the Performance review on a PIP? <https://www.shrm.org/hr-today/news/hr-magazine/pages/0415-qualitative-performance-reviews.aspx> |
- Souza, Brian “Transforming Employee Performance One Coaching Conversation at a Time” European Business Review Sept 20, 2012 <http://www.europeanbusinessreview.com/?p=2608> |

In preparation for class #9 on March 28 – Leading Change

- John Kotter kotterinternational.com Study the 8 step process on his website |
- Also about Kotter <http://www.leadershipthoughts.com/kotters-8-step-change-model/> |
- 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 March 28

In preparation for the class #10 on April 4 – 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**

- Fernandez-Arroz, Claudio. Groysberg, Boris. Nohria, Nitin. “How to Hang on to Your High Potentials”. **HBR**
- 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 April 11 – Learning and Development/Career Development

- Emotional Intelligence EQ T Bradbury Forbes Jan 2014
<http://www.forbes.com/sites/travisbradberry/2014/01/09/emotional-intelligence/> |
- Creating a Learning culture http://www.sagepub.com/sites/default/files/upm-binaries/29978_Chapter3.pdf |
- SHRM How To Create a Learning Culture Robert Grossman 2015 **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 April 18 – 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> |
- Letts, Ryan, Grossman High Performance Nonprofit Organizations pp120-125 **NC**
- Schuster, Michael Kesler, Greg “Aligning Reward Systems in Organizational Design: How To Activate the Orphan Star Point” 2011
 - http://kateskesler.com/wp-content/uploads/2012/07/Metric_Rewards.pdf |
- Slate Christina Cauterucci Equal Pay Legislation
http://www.slate.com/blogs/xx_factor/2017/04/14/equal_pay_legislation_banning_salary_history_questions_is_based_in_data.html |
- Washington Post Laszlo Bock “How the “what’s your current salary?” question hurts the gender pay gap” https://www.washingtonpost.com/news/on-leadership/wp/2016/04/29/how-the-whats-your-current-salary-question-hurts-the-gender-pay-gap/?utm_term=.18c37d7f1772 |

In preparation for the class #13 April 25 – Progressive Performance Management and Terminations

- The Young and Clueless Bunker, Kram, Ting **HBR**
- What is progressive Discipline? <https://www.thebalance.com/what-progressive-discipline-1918092> |

- Pros and Cons of a Progressive Discipline Process
<http://hrdailyadvisor.blr.com/2014/06/25/pros-and-cons-of-a-progressive-discipline-program/> |
- Haden Jeff “10 Worst things to Say When You Fire an Employee”
<http://www.inc.com/jeff-haden/the-10-worst-things-to-say-when-you-fire-an-employee.html> |
- Haden, Jeff “How to Fire an Employee” <http://www.inc.com/jeff-haden/how-to-fire-an-employee.html> |

In preparation for the final class #14 May 2 – Succession Planning Quality of Work Life, Pulling It All Together, Employee Engagement, Assignment #3 due

- <http://www.fastcompany.com/3000474/how-foster-outrageously-awesome-employee-engagement> |
- <https://www.councilofnonprofits.org/tools-resources/succession-planning-nonprofits>
SHRM Foundation Guide to Leadership Development and Succession Planning |
- Fostering Productivity, Organizational Effectiveness via Employee Engagement
<http://insights.wired.com/profiles/blogs/fostering-productivity-organizational-effectiveness-via-employee#axzz3dFdIWQKL> |
- Letts, Ryan, Grossman High Performance Nonprofit Organizations pp193-202 **NC**
- Volunteer Development and Leadership – Taproot
<https://my.taprootfoundation.org/docs/Taproot-Strengthening-Leadership-HR-Capacity.pdf> |