



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

EXEC-GP 2135 / PADM-GP 2135

Human Resources: Leading Talent Development

Fall 2021

Instructor Information

- Professor Gregory Bradley
- Email: gb16@nyu.edu
- Phone: 347.926.3431
- Office Hours: by Zoom Appointment. If you email me, I will respond within 24 hours Monday – Friday. Not available on weekends.

Course Information

- Class Meeting Times: Saturdays, 9:00 am – 12:30 pm
 - 9/18
 - 10/2
 - 10/16
 - 10/30
 - 11/13
 - 12/4
 - 12/18
- Class Location: 194 Mercer Street, Room 305

Course Description

This course is designed for public service managers and leaders and provides a broad overview of talent management dynamics and responsibilities. Regardless of the leadership role you play in organizations, understanding the foundations behind human resources (HR) and talent management is essential to advancing an organization's mission and goals through its people.

We will focus on the context, challenges and HR-related responsibilities of a manager and leader, including a practical look at essential organizational processes including, recruitment and selection; job design; engagement and professional development; performance appraisal; and providing feedback. We will also explore current issues within HR management, such as organizational culture; aligning people and processes to deliver organizational value; identity and inclusion in the workplace; the role of organized labor; succession planning; and other topics.

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 different talent management approaches, and understand tools you can use to encourage your team towards excellence.

Course and Learning Objectives

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.

Be familiar with HR-related planning and change management strategies, including organizational change stewardship and succession planning. Be familiar with diversity, equity and inclusion dynamics within organizations, as well as strategies to facilitate and lead-related analysis, critical thinking, dialogue, and change

Course Format

We will emphasize practical application through selected readings, class discussions, case studies and reflections on students' prior and current management experiences. Many of our sessions will involve some form of interactive, practical activity.

Course Texts

- Stone, D., Patton, B. and Heen, S. *Difficult Conversations: How to Discuss What Matters Most*. 2010. New York: Penguin Books.
- Rothstein, Richard, *The Color of Law*. 2018. Liveright
- Brown, Brene, *Dare To Lead: Brave Work. Tough Conversations. Whole Hearts*. 2018, Random House

Course Expectations

- While I hope you will learn from the course materials, I also expect that much of your learning -- and mine -- will be from each other. You are expected to complete all assigned readings prior to class, and be prepared to reflect on and discuss those materials.
- I'll often ask you to reflect on your own professional experiences as a part of thinking about and applying new concepts.
- Discussing people and processes within organizations can sometimes challenge our boundaries. When reflecting on your experiences, different situations, and the work styles, preferences and behaviors of yourself and others, students are expected be sensitive to when appropriate confidentiality and the need for brevity may be relevant.
- Be open and prepared to challenge and expand your ways of thinking.
- Students are expected to check Brightspace regularly for announcements, reminders, assignments, etc.

Course Requirements

There are five course requirements and each account for a percentage of your grade.

- Reading/Reflection memos (3) - 20% (20 points)
- Job Posting and Interview Preparation Paper: 20% (20 points)
- Performance Appraisal Review Paper: 20% (20 points)
- Final Presentation Project: 25% (25 points)
- Class Participation and Attendance: 15% (15 points)

Academic Policies

Please see the NYU Wagner website for information on academic policies and procedures, including the academic code and grading.

[Academic Policies, Procedures and Code](#)

[Grading](#)

[Incomplete Grades](#)

Assignments: All written assignments will be submitted via NYU Brightspace.

- **Papers and Memos:** Should be double-spaced and have 1-inch margins use 12 pt. font. I expect that all your written work will be carefully written in full sentences and proofread before you turn it in. *Utilize NYU Writing Resources if you need further assistance.
- **Written Assignments:** Should be posted on NYU Brightspace at least one hour before class begins on the day they are due, or I will no longer accept it. 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.
- **Job Posting and Interview Preparation Paper:** Should be double-spaced and have 1-inch margins use 12 pt. font. For this assignment, you will find an example of a job posting for a nonprofit/public service position (could be your own). You will research the nature of the organization and the position, revise the posting (if necessary) and create interview questions for it. Your submission will include a brief summary of the organization (250 words or less) the original and revised job posting, and your candidate interview questions. Look at it from the perspective of the hiring manager. This assignment should be no less than two pages long. **This paper is due on October 2.**
- **Performance Review Recommendation Memo:** Should be double-spaced and have 1-inch margins use 12 pt. font. In this 4-5 page paper, you will submit a memo that makes a specific recommendation for the type of performance review tool your current or former organization should use. For this assignment, you will critique the performance evaluation forms currently in use in the organization (again, preferable your own or from

your sector). You will be asked to look at it from the perspective of the organization, the manager, and the employee. **This paper is due on October 16.**

- **Reading Reflection Memos:**

Three times during the semester, you'll submit brief (a minimum of 2000 words--no more than 4000 words) memos on the books that are assigned. 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 point-of-view. In essence, apply some critical thinking and reflection. You will be asked to share some of your thoughts in class as well. Memos are due:

- **October 2** - Difficult Conversations
- **October 30** – Dare To Lead
- **November 13** – The Color of Law

[Examples for Formatting](#)

- **Final paper and Presentations (Group Project): Due the last day of class.** Produce a 8-page (no less than 8 pages and no more than 10 pages), double-spaced paper, 1-inch margins use 12 pt. Font. As a group, please identify an issue or question, related to one of the below topics from the course. Now you have a chance to think about that issue, with the benefit of new frameworks provided by the course and by other readings. How do you understand this issue now, using these frameworks? What solutions did your organization try in the past to meet the issue? What would you suggest now? Please articulate a position and make a recommendation for your current or former employer, using concepts from the course. Note: You will be placed in groups, the presentation will be presented together. Submit one group final paper via NYU Brightspace. Base your in-class presentation and recommendations on a problem or issue that someone in the group is currently facing.
- **Selected topic: Diversity, Equity and Inclusion in the Workplace**
Your group will put together a 3-5 PowerPoint slide presentation to share with the class on the challenges, problem and your proposed solution. Title slide doesn't count. The PowerPoint presentation should summarize the issue(s) you reviewed in your paper and put forth a specific point-of-view of solutions for the issue(s). The presentation should be between seven to ten minutes long. Should not exceed 10 minutes.

- Professor Bradley will form the groups and notify everyone which group they belong in after the second class.

Class Participation

I hope this class will be informal, talkative, and fun, even with social distancing. 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 leader requires – at a minimum -- sharing one’s ideas and thoughts in small and large groups. One of the more important soft skills is public speaking; so I want you to exercise your vocal skills when appropriate.

Therefore, class participation is a key component of the grade. This includes attending each class, paying attention to the discussion, and contributing thoughtfully--not just answering a question when I ask you a question. **Full participation requires moving the conversation forward.** It also means having read the readings and prepared to answer questions and give your opinion.

“A” Level Participation 15 points

- No absences during the semester. Send an email ahead of time to the professor that you will miss class and provide an authorized note to be excused.
- Offers input often. 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.
 - Contributes not just in class but on Slack discussions as well.

“B” Level Participation 11 points

- Absent no more than once. Send an email ahead of time to the professor that you will miss class and provide an authorized note to be excused.
- Offers input occasionally in class
- Comments are sometimes unclear, long-winded, or not relevant to the discussion. ○ Answers questions but rarely takes risks.
- Is prepared for class (see above).

“C” Level Participation 8 points

- Absent no more than two times.

- Doesn't email the professor ahead of time.
- Offers input rarely in class
- Is unprepared for class.

Course Overview

Week 1: September 18, 2021

- Lecture Topic: Introduction to the course and HR Leadership
- You should have started reading *Difficult Conversations*
- Read Selected Articles

Week 2: October 2, 2021

- Lecture Topic: Recruitment and Selection: The Role of HR
- You should have started reading *Dare To Lead*
- Read Selected Articles
- Reflection Memo #1 Due (Reflect on the themes in the book *Difficult Conversations*). Why is learning to have critical conversation imperative for leaders and managers? What areas stuck out around how to be an inclusive leader when you need to have hard conversations, manage diverse talent, and create belonging? What principles can you incorporate into your own work?
- Job Posting and Interview Preparation Paper Due

Week 3: Date: October 16, 2021

- Lecture Topic: Performance Management and Retention
- Performance Review Recommendation Memo Due
- You should have started reading *Dare to Lead*
- Read Selected Articles

Week 4: Date: October 30, 2021

- Lecture Topic: Diversity, Equity & Inclusion – EEO Laws
- You should have started reading *The Color of Law*
- Review of Title VII, NYS and NYC Discrimination Laws
- Read Selected Articles
- Reflection Memo #2 Due (Reflect on the themes in the book *Dare to Lead*). Think about the list of behaviors, then decide if you want to talk about these obstacles in the context of your team, your organization, or any other relevant work issue that you are currently facing. What are the most significant barriers to courageous leadership in your organization?
- [Print out and take a Cultural Diversity Awareness Questionnaire](#)

Week 5: Date: November 13, 2021

- Lecture Topic: Labor Relations: Working with Organized Labor

- Understanding the various labor laws that affect employers
- Guest Speaker: Labor Relations Practitioner
- Reflection Memo #3 Due (Reflect on the themes in the book *The Color of Law*). Some readers say reading about the history presented in this book made them angry, but the author felt hopeful after writing it. Can you make parallels to the discrimination in our country and what we see in the workplace, policies, procedures, recruiting, management?
- Read Selected Articles

Week 6: Date: December 4, 2021

- Topic: Leading Organizational Change
- Read the Selected Articles
- [Take an online leadership legacy assessment](#)

Week 7: Date: December 18, 2021

- Final Group Presentations and Paper Due
- Topic: Talent Engagement and Succession Planning
- Review of the semester and the course
- Read Selected Articles

Detailed Course Overview

Week 1: September 19: Introduction to the Course and HR Leadership

Student Deliverables: Selected readings

- Go over the class syllabus
- Lecture: Understanding the role of the HR practitioner

Selected Readings Due:

- Capelli, P. Why We Love to Hate HR ...and What HR Can Do About It. Harvard Business Review, July-August 2015. <https://hbr.org/2015/07/why-we-love-to-hate-hr-and-what-hr-can-do-about-it>
- Bryant, A. [Google's Quest to Build a Better Boss](#). New York Times, March 12, 2011.
- [Why Should Anyone Be Led By You](#)

Week 2: October 2: Recruitment and Selection

- Student Deliverables: (1) Reading Reflection Memo #1 (Difficult Conversations) (2) Job Posting and Interview Preparation Paper Due
- Lecture: Recruitment and Selection: The Role of HR

Readings Due:

- [Four Things Your Recruitment Strategy is Missing](#). Nonprofit HR. August 11, 2015.
- Heathfield, S. [How to Develop a Job Description?](#) The Balance. July 24, 2016.
- Reilly, K. [Job Descriptions That Win: 3 Outstanding Examples](#). LinkedIn Talent Blog. April 8, 2014.
- Knight, R. 7 Practical Ways to Reduce Bias in Your Hiring Process. Harvard Business Publishers, HBR Web Article. June 12, 2017. <https://hbr.org/2017/06/7-practical-ways-to-reduce-bias-in-your-hiring-process>
- [Common Interview Mistakes](#). CBS Newswatch. March 6, 2007.
- Doyle, A. [28 Behavior Based Job Interview Questions](#). The Balance. February 10, 2017.
- Murphy, M. [The Hidden Flaw in Behavioral Interviewing](#). Forbes. December 2014
- Weingarten, R. [10 Ridiculously Smart Questions You Should Ask in a Job Interview](#). The Ladders. August 1, 2017.
- Bauer, T. Onboarding New Employees: Maximizing Success, p. 1-17. SHRM [Foundation's Effective Practice Guidelines Series](#).
- [Successful Onboarding: Follow the 5'C's](#). Business Management Daily. October 21, 2011.

Week 3: October 16: Performance Management and Retention

Student Deliverable: Performance Review Recommendation memo

- Lecture: HR's Role in Providing a Performance Management System and Employee Retention

Readings:

- Cobb, L., Kramer, K. and Smith-Milway, K. [Nonprofits Can't Keep Ignoring Talent Development](#). Harvard Business Review. December 17, 2015.
- Heathfield, S. [Best Ways to Improve Employee Satisfaction and Engagement](#). The Balance. July 17, 2017.
- Heathfield, S. [Training Employees for Motivation, Success and Retention](#). The Balance. June 29, 2017.
- [Keeping the Right People](#). HR Council for the Nonprofit Sector via Canadian Child Care Human Resources Sector Council.
- Buckingham, M. and Goodall, A. [Reinventing Performance Management](#). Harvard Business Review. April 2015.
- Sloan, N., Agarwal, D., Garr, S. and Pataskia, K. [Performance Management: Playing a Winning Hand](#). Deloitte University Press. February 28, 2017. *Optional follow-up re: [Deloitte process changes](#):
- Cappelli, P. and Tavis, A. [The Performance Management Revolution](#). Harvard Business Review. October 2016.

Week 4: October 30: Diversity, Equity & Inclusion

Deliverable: Reading Reflection Memo #2 Due (Dare to Lead)

- Lecture: DE&I: What Should it Look Like in an Organization. EEO law and Policy
- [Overview of Title VII of the Civil Rights Act](#)
- [What Laws Does EEOC Enforce?](#)
- [NYS Department of Human Rights - FAQs](#)
- [Print out and take a Cultural Diversity Awareness Questionnaire](#)

Readings:

- Stone, D., Patton, B. and Heen, S. Difficult Conversations. 1999. New York: Penguin Books. Read Introduction, pp. 3-17 and Chapters 7-12, pp. 131-232.
- Rothman, J. [The Origins of Privilege](#). The New Yorker. May 12, 2014.
- Thurman, R. [Nonprofits Don't Really Care About Diversity](#). Stanford Social Innovation Review. May 18, 2011.
- Chandler, J. [Nonprofits, You Are the Champions of Diversity, Inclusion and Equity](#). National Council of Nonprofits. April 13, 2016.
- Thomas-Breitfeld, S. [How to Think Differently about Diversity in Nonprofit Leadership: Get Comfortable with Discomfort](#). Nonprofit Quarterly. April 10, 2017.
- Employer Assistance and Resource Network on Disability Inclusion. [Inclusion@Work: A Framework for Building a Disability-Inclusive Organization](#). Read Intro and Steps 1-7.
- Brodey, D. [How Disability-Friendly Is Your Workplace? 4 Ways To Put Your Business To The Test](#). Forbes. July 29, 2018.

Week 5: November 13: Labor Relations: Working with Organized Labor

Deliverable: Reading Reflection Memo #3 due (The Color of Law)

- Lecture: Understanding the various federal and state labor laws
- Guest Speaker: Labor Relations Practitioner

Required Readings:

- [Frequently Asked Questions - National Labor Relations Board](#)
- [National Labor Relations Act: An Overview](#)
- [NYS Public Employees' Fair Employment Act -The Taylor Law](#)
- [Are Unions Still the Voice of the Employee?](#)
- [How the Coronavirus pandemic may be causing support of labor unions to rise](#)

Week 6: December 4: Leading Organizational Change

- Lecture: How HR Can Lead Organizational Change
- [Take an online leadership legacy assessment](#)

Readings:

- Webster, M. [Successful Change Management: \[John\] Kotter's 8 Step Change Model](#). Leadership Thoughts.
- [Change Management vs. Change Leadership – What's the Difference?](#) Forbes. July 12, 2011. Watch the full video and read the article.
- Kirby, J. [Jack Griffin's Ouster: Lessons from a Failed Change Agent](#). Harvard Business Review. February 18, 2011.
- Watkins, M. [Leading the Team You Inherit](#). Harvard Business Review. June 2016.
- Ready, D. 4 [Things Successful Change Leaders Do Well](#). Harvard Business Review. January 28, 2016.

Week 7: December 18: Talent Management and Succession Planning

Deliverable: Final Presentations

- Lecture: The Importance of Talent Management and Succession Planning
- Come to the final class prepared to discuss where we have been as a group, what worked well for you, and any recommendations you have that would improve the course.

Readings:

- [Succession Planning for Nonprofits - Managing Leadership Transitions](#). National Council of Nonprofits.
- [Leadership Succession Planning](#). The Bridgespan Group Toolkit. Review the methodology summary and the [4 brief transition cases](#)
- Wolfred, T. [Building Leaderful Organizations, Succession Planning for Nonprofits](#). Executive Transitions Monograph Series. 2008.

NYU Brightspace

All assignments will be delivered through Brightspace. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

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](#). All Wagner students have already read and signed the [Wagner 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.

Academic accommodations are available for students with disabilities.

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or 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](#) 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.