NYU | ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE

MSPP-GP 1900.001
Practice of Work: Your Past, Present, Future

Spring 2022

Instructor Information

- Surabhi Lal

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- Office Hours: By appointment: https://calendly.com/surabhi-lal/30min

Course Information

- Class Meeting Times:
    - February 4, 2022 12:00pm-4:00pm
    - April 1, 2022 12:00pm-4:00pm
    - May 6, 2022 12:00pm-4:00pm
- Class Location: GSASL 369

Course Prerequisites

- Relevant internship of 12-18 hours per week to run concurrently with course.

Course and Learning Objectives

By the end of the course, students will:
1. Have the capacity to reflect on how they are influenced by their own individual preferences and identities, how these influence their effectiveness and how these may differ from others;
2. Understand ways in which individuals differ from each other, including personality, workstyle and social identities;
3. Understand different approaches to enhancing individual motivation and reducing resistance to change;
4. Have tools for honing strategy, designing structure and enhancing culture in ways that make their organization and its employees more effective;
5. Be able to successfully give and receive feedback;
6. Be able to reflect on how work style, organizational behavior, and issue area impact career choices.

7. Understand sources of individual and structural power and how to wield those for greater influence;
8. Develop greater skill in managing projects;
9. Disentangle individual, interpersonal and organizational levels, be aware of their interactions, and how they can work together towards greater effectiveness at all levels;
10. Have the capacity to turn being wrong into productive consequences for self, interactions with others and organizational effectiveness.

Course Expectations

This class is designed to be interactive and collaborative. Inquiry is welcome. It is expected that the group will learn together and come to class prepared to discuss readings and assignments. Participation in discussions, reflections, and feedback sessions are core to the interactive nature of the course.

Required Readings, Assessments, and Simulations

1. CliftonStrengths Assessment: https://www.strengthsquest.com/243749/chooseright-solution.aspx#ite-305129): $20 if you register with your student email. (If you have taken CliftonStrengths before and your report still resonates with you, you do not have to take it again but bring the Theme Insight Report to class.
2. Networking Simulation to be purchased here: https://hbsp.harvard.edu/import/907761
3. Additional readings listed below.

Assignments and Evaluation

In addition to class participation and internship participation, there are graded written assignments. The list of assignments is at the end of the syllabus.

- Reflective Practice Journal, 20%

- Organizational Analysis Paper, 20%

- Work Plan and Reflection Paper, 15%

- Final Presentation, 15%

- Class Participation, 25%

- Internship Participation (including feedback from supervisor), 5%
  TOTAL: 100%

Overview of the Semester

Week	Date	Topic
Session 1	February 4	Past to Present: Determine past experiences you can leverage. Understand your strengths and talents. Navigating Remote/Hybrid/Co-located workplaces. Set goals for your internship.
Session 2	April 1	Present: Job crafting as a way of planning for your future. Understanding power and networking. Practice feedback.
Session 3	May 6	Future: Final presentations. How to integrate your internship into your professional narrative.

Letter Grades

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

Letter Grade	Points
A	93-100
A-	90-93
B+	87-90
B	83-87
B-	80-83
C+	77-80
C	73-77
C-	70-73
F	Below 70

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 objectives but 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.

Detailed Course Overview

Note: In-class activities and applications, as well as journals and assignments are opportunities
to apply concepts learned in class to some kind of real world experience or situation.
Assignments are graded, while journals and applications are not.

Session 1: Your Past to Present

Readings and Videos:

- Edmondson, A. C. & Mortensen, Mark (April 19, 2021). What Psychological Safety
  Looks Like in a Hybrid Workplace. *Harvard Business Review*.
- Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How
  to play to your strengths. *Harvard Business Review*, 83(1), 74-80.
- Trevor Maber's Rethinking Thinking (Video lesson on the Ladder of Inference)
- On Being Wrong: Kathryn Shulz TedTalk
- Watch Video on Strengths Based Leadership: https://www.youtube.com/watch?
  v=l_q_ayTpUBs

Come to Class With:

- Wandering Map
- Completed CliftonStrengths Assessment and Theme Insight Report

Session 2: Your Present

Readings, Podcasts, Videos:

- WorkLife Podcast with Adam Grant called "How to Love Criticism"
- Dutton, J. E., & Heaphy, E. D. (2003). The Power of High-Quality Connections. In
  Cameron, K. S., Dutton, J. E., & Quinn, R. E. (Eds.), Positive Organizational
  Scholarship: Foundations of a new discipline (pp. 263-278). Berrett-Kohler Publishers.
- Heen, S. and Stone, D. (2014). Finding the Coaching in Criticism. Harvard Business
  Review, Jan.-Feb. 2014. (HBR available at NYU Library)
- Scott, K. (2017). Radical Candor. Chapter 2. St. Martin's Press. (NYU Classes)
- Senge, Kleiner, Roberts, Ross and Smith. 1994. The Fifth Discipline Fieldbook, chapter
  36.
- Job Crafting: Amy Wrzesniewski: https://www.youtube.com/watch?v=C_igfnctYjA

- Duhigg, C. 2016. Smarter, Faster, Better. Random House. Chapter 5 (NYU Classes)

- Practical Guide to Social Networks HBR

- Review OCS Informational Interviewing Guide

Come to Class With:

- Social Network Map of your Internship

- Job Crafting JamBoard

- Preferred Influence Style

In-Class:

- Networking Simulation: https://hbsp.harvard.edu/import/907761

- Job Crafting

- Feedback Simulation

Session Three: Your Future

Readings (TBD):

- Narrative as Leadership

- Reflected Best Self Article

- TED Talk: Everyone has a Story and Power of Stories

Come to Class With:

- Part 1 of Storytelling Handout

- Presentations

Assignments and Projects

Reflective Practice Journal and Community of Practice Groups
These journal entries will help to build your final project and are an excellent way to refine your reflective practice skills. They are due by 11:59PM of the date stated. I will use these journals to have a conversation with you throughout the term. You will also be in a Community of Practice Group. You'll be meeting at various points throughout the term to talk about your internships.

Journal Entry 1: February 9, 2022

- What is the mission of the organization where you are working?

- Who do you report to?

- What is your role?

- What are your top three goals or learning outcomes for your internship. Write them out in a SMART goal format. Create one stretch goal.

- Write out a statement of work (SOW) for one project you are working on.

Journal Entry 2: February February 23, 2022
- (How) Are you seeing your CliftonStrengths play out for you in your internship?
- How might CliftonStrengths be helpful in building teams (look back at the material covered in Public Management)?
- Think back to Public Management and the topic of motivation. What are the factors that motivate you in work?
- Can you define some of the norms and values at your organization?

Community of Practice Conversation: by March 4

Journal Entry 3: March 9, 2022
- Go back to your goals for the internship from week one. Are they still the same or have they changed?
- Have you been meeting regularly with your supervisor?
- Who has formal power and informal power within your organization?
- Does the organizational culture help or hinder progress towards the mission. In what ways?
- How would you define your organization's structure (revisit some of the models from Public Management)?

Community of Practice Conversation: by March 25

Journal Entry 4: April 13, 2022
- How have your thoughts around your internship and future career path shifted as a result of the career mapping exercise?
- Are there ways in which you would like to change your current internship?
- What did you learn about your triggers to receiving feedback?
- How will you use your learning from the networking simulation to meet others?
- Describe areas in your internship where you have influence. Where would you like to have more influence?

DRAFT

<u>Organizational Analysis:</u>

The organizational analysis assignment allows you to look at the organization holistically. Using an adaptive leadership lens, this assignment asks you to go to the "balcony" to get a big picture, and get on the "floor" to experience the work. You will be well served to read the chapter below before starting the assignment:

- Tushman, M. & O'Reilly III, C., Winning Through Innovation, Chapter 4 (NYU Classes)

Using the guiding questions below map and analyze your internship organization's strategy, structure, and culture. You will explore how well they are (or are not) aligned. You may use the organization's website, internal documents that you might have access to, and interviews with people within the hierarchy.

The final paper will be an 7-8 page document where you document your analysis of the organization.

Using the congruence model, diagram your office. You will want to note where systems and processes feel (and don't feel) congruent. In order to help build your model, answer the questions below by describing, analyzing, and evaluating each question (you have many of these answers in your reflective practice journal).

Congruence Model
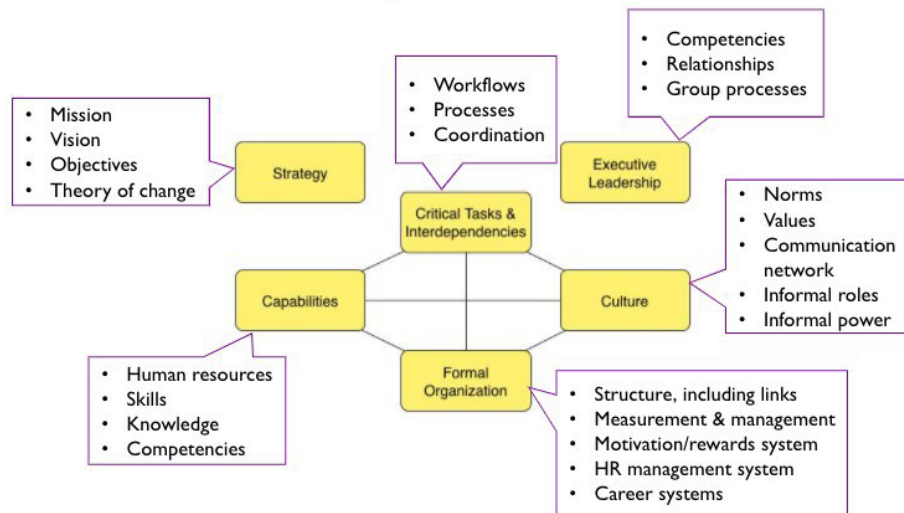
Describe: Observed Fact. What did you see?
Analyze: How do you interpret what you see? What did you learn and what are the implications for the organization?
Evaluate: How do you feel about what is happening? How does it impact your understanding of the issue, of your work in public service?

1. Provide a brief description of the purpose or mission of the organization. What is the theory of change?
2. *If in person*: Physical layout of your office: How does the layout of your office help or hinder relationship building?
3. *If remote*: What are team meetings like? Are there specific meetings or norms that help or hinder relationship building?
4. *What is the organizational chart for your organization? (Think about the organizational structure that we covered in Public Management. What kind of structure do you see?)*
5. Who works there? How large is your team or department?
6. How do people interact? What is the pace?
7. How connected do you feel to the larger organization? Do you work with other teams?
8. Who has positional power or influence? Is this different than how the organizational chart is laid out?
9. Who has personal power? Who makes the decisions? How is this similar or different than the question above?
10. *What are the norms and customs in the office (formal, informal, conflict, communication, values, artifacts)? What does your organization value? (Review the organizational culture material that we covered in Public Management.)*
11. How do you fit into the office? Who do you have a strong connection with?
12. How might the organizational culture influence the power structure and norms in the setting?
13. What are some of the critical tasks that are carried out in the organization? Are there interdependencies within the tasks?

Final Presentation:

Prepare a 5-7 minute presentation to give on the last day of class (and to turn in PPT) that covers how your internship has helped you to:

- Understand institutions within the policy process, the structure of relevant organizations, and how to manage and work within these organizations
- Apply analytic tools for assembling evidence, identifying policy alternatives and making policy recommendations
- Apply key methods of quantitative policy analysis to communicate quantitative information and argue with data
- Assess the normative considerations in policy making, including law, ethics, and equity vs. efficiency trade-offs
- Use and refine your written and oral communication skills to convey complex problems and alternative solutions to multiple audiences
- Better understand how to assess and analyze organizations

Reflection Paper:

Please write a reflection paper of 1-2 pages single spaced covering the following:
- What did you learn about yourself through this course?
- How did your internship goals turn out? What was it like to use the SMART goal format?
- How do you think you would use goal setting moving forward?
- What did you learn about your future career goals?
- What are the connections that you found between your past experiences, internship, and future career goals?