



**NYU**

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

**PADM-GP 2135.001**  
**Human Resources:**  
**Leading Talent Development**  
**Spring 2022**

**Instructor Information**

- Prof. Erica Foldy
- Email: erica.foldy@nyu.edu
- Office: Puck 3061
- Office Hours: Just email me with a couple of times that work for you.

**Course Information**

- Class Meeting Times: Tuesdays, 6:45 to 9:00 (at the outside limit; we will not always to until 9pm)
- Class Location (for first few weeks): Via Zoom. Join from Brightspace website.
- Class Location: 25 W. 4<sup>th</sup> St., Room C-11

**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 public and non-profit 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 *introduction* phase includes different approaches to talent development; creating a learning, reflective orientation and how that can enhance organizational and interpersonal effectiveness; and a foundation in Inclusion, Diversity, Belonging and Equity (IDBE). 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 IDBE.

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 well be informative.
- 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. 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.

## 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](#). 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.

## Other Wagner Policies

[Academic Policies and Procedures](#)

[Academic Code](#)

[Grading](#)

[Incomplete Grades](#)

## 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) Define and name strengths and weaknesses of different approaches to human resources and talent development.
- 2) Describe the HR cycle and the basic functions that it contains.
- 3) Explain the importance of frames and how they influence actions and outcomes.
- 4) Be able to surface their own frames and assumptions, reflect on them, and modify them.
- 5) Know the key employment laws affecting inclusion, diversity, belonging and equity in organizations.
- 6) Distinguish among more and less effective approaches to IDBE.
- 7) Understand the impact of organizational and job design on employees' motivation and learning.
- 8) Know the key steps in recruitment, including behavioral interviewing.
- 9) Be familiar with increasing use of artificial intelligence and data analytics in talent management and development.
- 10) Name best practices for employee career development.
- 11) Explain the impact of career anchors on how managers should work with individual employees.
- 12) Design a performance appraisal system.
- 13) Give and receive feedback in constructive ways.
- 14) Develop well-functioning volunteer programs.
- 15) Diagnose HR issues and suggest appropriate solutions.

## Learning Assessment Table

Assignment	Course Objective Covered
Participation	All
2-Column Case	# 3 and 4
Job Description and Interview Questions	#8
Course Feedback Memo	#4 and 13
Case Analysis	#1, 2, 5, 6, 7, 14
Final Paper	All

## Course Texts

- Required: HBS Coursepack: <https://hbsp.harvard.edu/import/892758>
- Required: 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 searchbox and it should come right up.
- Required: 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.
- Required: Stone, E. and Heen, S. 2014. **Thanks for the Feedback**. Viking. Available at NYU bookstore or perhaps less expensively at other outlets.
- 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 five 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: 20%

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

Case analysis: 5 pages, double-spaced: 25%

Final paper: 8 pages, double-spaced: 30%

## Assignments

**Papers should be posted on NYU Classes at noon** on the day they are due; if not, they will be considered one day late. (Instructions for posting will be provided.)

**Late assignments will lose 5% 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 5**. 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 11**. 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 5**. 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. The case discussed in the second class cannot be used for this assignment.) Specific guidelines for each case will be provided before it is due. Specific cases and dates include:
  - “Teaming at Disney Animation” due **March 1**
  - “Diversity and Inclusion at the Los Angeles Cleantech Incubator” due **April 19**
  - “Generations Incorporated” due **April 26**
- **Final paper:** Due **May 10** (but note you will discuss the paper in class May 3.) 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 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.

## Class Participation:

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.

Traditionally, class participation was a major component (20%) of the grade. This included attending each class, doing the readings, paying attention to the discussion, and contributing thoughtfully.

However, I am going to experiment with not grading class participation. As James Lang, a legendary professor who writes books 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 participates. (See more details below about what I mean by participation.) However, this is an experiment. If I find that class participation is really lagging compared with previous years, then we will have a conversation about how to proceed. I do reserve the right to begin grading class participation if I deem it necessary.

- Participation means a student:
  - Is absent no more than once during the semester. Sends email ahead of time to tell me that will miss class.
  - Speaks often (at least a couple of times per class).
  - Makes clear, succinct and relevant comments, given the current conversation.
  - Takes risks in answering difficult questions or offering unpopular ideas.
  - Is actively engaged in small group discussions.
  - Is 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 to the discussion
    - Challenging or extending ideas in the readings
    - Integrating or contrasting ideas from current readings with previous readings

## Overview of the Semester

Introduction to Developing Human Resources

- Week 1
  - Date: January 25
  - Topic: Course Introduction; Approaches to HR and Talent Development
- Week 2
  - Date: February 1
  - Topic: HR and Talent Development: Basic Functions
- Week 3
  - Date: February 8
  - Topic: Learning in Organizations 1
- Week 4
  - Date: February 15
  - Topic: Learning in Organizations 2
- Week 5
  - Date: February 22
  - Topic: IDBE 1 (Inclusion, Diversity, Belonging and Equity)

#### The HR Cycle: Human Resource Functions

- Week 6
  - Date: March 1
  - Topic: Job Design
- Week 7
  - Date: March 8
  - Topic: Recruitment and Staffing 1

#### SPRING BREAK

- Week 8
  - Date: March 22
  - Topic: Recruitment and Staffing 2
- Week 9
  - Date: March 29
  - Topic: Career and Professional Development
- Week 10
  - Date: April 5
  - Topic: Giving Feedback
- Week 11
  - Date: April 12
  - Topic: Performance Appraisal

#### Synthesis: Putting It All Together

- Week 12
  - Date: April 19
  - Topic: IDBE 2

- Week 13
  - Date: April 26
  - Topic: Volunteers
- Week 14
  - Date: May 3
  - Topic: Course Review

## Letter Grades

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

Letter Grade	Points
<b>A</b>	4.0 points
<b>A-</b>	3.7 points
<b>B+</b>	3.3 points
<b>B</b>	3.0 points
<b>B-</b>	2.7 points
<b>C+</b>	2.3 points
<b>C</b>	2.0 points
<b>C-</b>	1.7 points
<b>F</b>	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 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.

## Course Readings, Applications, and Assignments

**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 the participation requirement.

Week 1, January 25:

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, February 1

Human Resources: Basic Functions

### Readings

- Jackson, S. E., Schuler, R. S., & Werner, S. 2012. Ch 1 “Managing Human Resources” pp. 2-33. *Managing Human Resources*, 11<sup>th</sup> ed. South-Western Cengage Learning.
- 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 8

### 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 Sunday, **Feb. 6 at 9am.**

## Week 4, February 15

### 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 22

### IDBE 1 (Inclusion, Diversity, Belonging and Equity): Racism, Sexism & the Legal Environment at Work

#### Readings

- Gomez-Mejia, L. R., Balkin, D. B., and Cardy, R. L. 2010. Chapter 3, "Understanding equal opportunity and the legal environment," pp. 87-122. *Managing Human Resources*, 6th ed. Prentice- Hall.
- Eagly, A. H. and Carli, L. L. 2007. Women and the labyrinth of leadership. *Harvard Business Review*, September.
- 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, March 1

### Job Design 1

- Bohlander, G. and Snell, S. Creating high-performance work systems. Ch 16 in Managing Human Resources, 15<sup>th</sup> ed. South-western Cengage Learning.
- Bailey, C and Madden, A. 2016. What makes work meaningful – or meaningless. Sloan Management Review. Summer.
- 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:

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

## Week 7, March 8

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

#### Readings

- Araoz-Fernandez, 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.
- Cutter, C. 2021. Some CEOs suggest dropping degree requirements in hiring. Wall Street Journal. May 5.

#### Application:

How to write behavioral competencies

#### Assignment

Job Description and Interview Questions – due March 11.

## SPRING BREAK

## Week 8, March 22

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

- Lindsey et al. 2013. What We Know and Don't: Eradicating Employment Discrimination 50 Years After the Civil Rights Act. *Industrial and Organizational Psychology*, pp 391-401.
- 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*.

### Application

- 1) Prepare case for class discussion: Polzer, Jeffrey T. Trust the algorithm or your gut? *Harvard Business Review*.

## Week 9, March 29

### 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.
- Abrams, S. 2017. 6 ways to use talent analytics to improve nonprofit hiring decisions. *Nonprofit HR*, Sept. 26. <https://www.nonprofithr.com/talent-analytics-nonprofit-hiring/>
- Schein, E. (n.d.) Career anchors.
- Human Futures Project. Career Anchors Inventory Questionnaire

#### Application:

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

Guest speaker: Elena Paull, Union of Reform Judaism

## Week 10, April 5

### 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.

#### Application

Student groups will provide me verbal feedback about the course.

Assignment: Course feedback memo.

Week 11, April 12

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.
- Jackson et al. *Human Resource Management*, chapter 9: Conducting performance management.
- Stone and Heen. *Thanks for the Feedback*, chapter 13.
- Weed, J. 2020. How to Manage Performance Evaluations in the Work-From-Home Era. *New York Times*, Dec. 21. <https://www.nytimes.com/2020/12/21/business/work-performance-evaluations-covid.html>

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 19

Inclusion, Diversity, Belonging and Equity 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.
- Lindsey et al. 2013. What We Know and Don't: Eradicating Employment Discrimination 50 Years After the Civil Rights Act. *Industrial and Organizational Psychology*, pp 401 to 413,
- Livingston, Robert. 2020. How to promote racial equity in the workplace. *Harvard Business Review*.

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>

## Week 13, April 26

### 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.

## Week 14, May 3

### 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

*[For an online course, add the following two statements to your syllabus:]*

You are expected to participate in each class with your Zoom audio and video on. Please review Wagner's [Zoom in the Classroom](#) series about classroom etiquette, participation, and more. If you are unable to participate with video on, please contact me.

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.

Every member of our NYU community is [required to wear face coverings](#) when on NYU property or in NYU facilities, including our classroom. You must also follow the [testing](#) and [COVID-19 Screener](#) requirements for campus access. See more [information on how to keep each other safe](#).

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](#) 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](#) for troubleshooting and student guides (NYU Classes, Zoom, etc). Contact [askIT@nyu.edu](mailto:askIT@nyu.edu) or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom's 24/7 technical support](#) (includes a chat function), or review [Zoom's support resources](#). 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](#).

## 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](#) 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](#) 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.