EXEC-GP/PADM-GP 2135
Human Resources: Leading Talent Development
Fall 2022

Instructor Information

- Professor Kris Mordecai *(Pronouns: he/him or they/them)*
- Email: kris.mordecai@nyu.edu
- Office Address: TBD
- Office Hours: Video meetings by appointment.
- If you email me, I will respond within one business day. (On the weekends I will generally not be reading and responding to email.)

Course Information

Class meeting times: 9:00am – 12:30pm on the following Saturdays:

- September 17
- October 1
- October 15
- October 29
- November 12
- December 3
- December 17

Class Location: 194 Mercer, Room 304

Course Description

While this course covers core human resources (HR) topics, this is not a traditional HR or talent development course. It is designed for public and non-profit managers and leaders rather than human resource professionals. Regardless of the role you play in organizations, understanding the foundations behind human resources and talent management is essential to advancing an organization's mission and goals through its people.

We will focus on applying the toolkit of HR to the context, challenges, and responsibilities of a manager and leader, including: recruitment and selection; job design; engagement and retention; performance evaluation and management; and giving and receiving feedback. Throughout the course we will also explore current issues within broader organizational management and how they relate to and overlap with HR management, such as: organizational culture; identity and inclusion in the workplace; team building; organizational decision making; change management; approaches to employee engagement; and other topics. Finally, we will explore the opportunities and challenges of applying justice principles and anti-oppressive practices to managing teams.

Throughout the course, we will emphasize practical applications through case discussions, reflections on students' experiences at work and in school, and through giving and receiving feedback. Many of our sessions will involve some form of interactive, practical activity.

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 professional experiences as a part of thinking about and applying new concepts.

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 challenge and expand them.

When reflecting on challenging or difficult situations or experiences, students are expected exercise discretion, compassion, and ethical judgment about when it is appropriate to maintain the anonymity or confidentiality of the people or organizations involved.

As graduate students, I expect you will take responsibility for your own learning. To me, this means you will engage meaningfully with the material, engage meaningfully with the group by showing up fully as a member of a learning community, and engage meaningfully with the process—including by letting me know if there are things you don't understand or are not working for you.

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 this course, students should understand the HR-related responsibilities of a typical manager in a public or nonprofit organization. They should develop their capacity to reflect on the strengths and limitations of their own preferred approaches to management and supervision in mission-driven work, as well as the approaches of others.

Specific learning objectives

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

- Define and name strengths and weaknesses of different approaches to human resources and talent development.
- Describe the HR cycle and the basic functions that it contains.
- Demonstrate basic knowledge of the key employment laws that affect managers, executives, and HR practitioners.
- Distinguish among more and less effective approaches to inclusion and belonging at work.
- Understand the impact of job design on employees' motivation and learning.
- Know the key steps in job design and recruitment and be able to design an equitable and effective hiring process.
- Design tools and systems for performance evaluation.

- Identify ways that unequal power and hierarchy within organizations may conflict with organizational values and missions related to justice, and identify management tactics and approaches that better align the work of supervision with those values.
- Diagnose HR issues and suggest appropriate solutions.
- Give and receive feedback in constructive ways.

Wagner Academic Policies and Procedures

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.

Course Texts

- Green, A., & Hauser, J. (2012). Managing to Change the World: The Nonprofit Manager's Guide to Getting Results (2nd edition). Jossey-Bass.
- Kenji Yoshino. (2006). *Covering: The hidden assault on our civil rights* (1st ed.). Random House.
- Dignan, A. (2019). Brave New Work: Are You Ready to Reinvent Your Organization? (Illustrated edition). Portfolio.
- Douglas Stone. (2015). Thanks for the feedback: The science and art of receiving feedback well. Portfolio Penguin.
- [HBR Coursepack](#)

Course Requirements

There are five graded course assignments, plus a graded participation component. Each accounts for a percentage of your grade:

- Personal Case – 10%
- Job Description and Interview Questions – 20%
- Course Feedback Memo and Peer Review – 15%
- Case Analysis – 15%
- Final Paper, Presentation, and Peer Review – 30%
- Participation – 10%

General Notes on Assignments

Due Dates: Assignments are due at 11:59pm on the dates listed.

Late assignments: For each 24-hour period that they are late (which begins immediately after the posting deadline), assignments will lose 5% of the assignment's points. If you are facing a serious, urgent, and unforeseen situation that could delay your turning in an assignment, please contact me as soon as possible to discuss arrangements.

Formatting and submission: All written assignments must be submitted via Brightspace in Word document (.doc or .docx, not PDF) format. File names for uploaded assignments should always begin with your last name. Written work should be double-spaced with one-inch margins in an 11- or 12-point font. All pages should be numbered, and your name and the assignment title should appear somewhere on each page.

Revision and Resubmission: Your personal case, job description, and case analysis are all eligible for revision and resubmission, at your discretion. Points deducted for late submission of an assignment cannot be recuperated, but thoughtfully revised and resubmitted work will be re-evaluated and can increase the score of an assignment up to one full letter grade.

Overview of Assignments

Personal Case: Due October 8

This is a 3-page narrative description of a real-life complex and challenging situation related to HR practices, HR policies, or management and supervision, in the style of a teaching case. Teaching cases are generally structured around a protagonist facing a particular dilemma, challenge, or pivotal moment. In this paper, you are the protagonist. Identify a challenge or dilemma that you have faced or are currently facing, related to the topics covered in this course, and describe the situation. Possible topics might include: challenges in supervisory relationships, diversity and inclusion in the workplace, performance management, creating a feedback-rich culture, or any HR-related topic of significance to you. These cases will be shared with other members of the class and used to build skill in peer mentorship. More details to come.

Job Description and Interview Questions: Due November 11.

In this assignment, you will design a job description and hiring process for a job you know well, such as your own current or former job, or the job or someone you have worked closely with. You'll provide a 2-page job description, a 1-page list of "must-have" and "nice-to-have" skills and qualities/approaches for the person who will fill the role, an an interview guide aimed at assessing the candidate on each of the skills, qualities, or approaches on your list, and a short description of a job simulation exercise for this role. I will provide a detailed description of the assignment.

Course Feedback Memo: Due November 19.

In this 3-page paper, due the week after we discuss giving and receiving feedback, you have the chance to give me feedback about the course. Your memo should follow the suggestions for effective feedback as outlined in the course readings and discussion. Your memo will be graded by a fellow class member. I will provide a detailed description of the assignment.

Peer grades are due on **December 2**.

Case Analysis: See due dates below.

For this five-page paper, you will **select one** of the teaching cases we will use for class discussion to fulfill the assignment. It will be due the week we discuss that case. Specific guidelines for the analysis of each case will be provided.

Due Dates:

- Diversity and Inclusion at the LA Cleantech Incubator due **September 30**
- Teaming at Disney Animation due **October 14**
- Mothers Out Front due **October 28**

Final Project and Presentations (Group Project):

Final Paper: Due December 11

Your group will collaborate and turn in one 8-to-10–page paper, in which you will build on one group member's "Personal Case" assignment. Selecting a personal case that you all agree is especially complex and interesting, expand it to create a more complete teaching case. Now

that you have had a chance to think about this dilemma or situation and discuss it in groups, with the benefit of new frameworks provided by the course and readings, provide a case analysis. How do you now understand this dilemma or situation, using these frameworks? What solutions did you try in the past, and what would you suggest now? Further guidelines will be provided.

Supplemental written materials: Due December 16

You'll read two other groups' final papers and provide a list of 2-3 questions you have about each as a one-page document.

You'll provide 2x2 feedback to each member of your group based on your experience working with them on this final project. Further guidelines and a 2x2 feedback template will be provided.

Presentations and In-Person Feedback: December 17

At our final class, each group will give a 10-minute, 5-to-7–slide presentation of the case they developed and analyzed, then respond to questions from the other groups. The presentation should summarize the issue(s) in your paper and put forth a specific point-of-view of solutions for the issue.

Students will then meet in their groups to deliver peer 2x2 feedback face-to-face.

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 minimum—sharing one's ideas and thoughts in small and large groups. Therefore, class participation is a key component of the grade.

"A" Level Participation (9-10 points)

- No absences during the semester.
- Shares relevant thoughts and questions in class often (at least once or twice per class), taking risks by answering difficult questions or trying new 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 (8-9 points)

- Absent no more than once. Send an email ahead of time to the professor ahead of time explaining your reasons for missing class to be excused.
- Offers input occasionally.
- Is prepared for class (see above).

"C" Level Participation (7-8 points)

- Absent no more than two times. Doesn't email the professor ahead of time.
- Offers input rarely.
- Is unprepared for class.

Grading

Letter grades will be assigned as follows:

93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
Below 69	F	0.0

Overview of the Course

Session 1: September 17
- Intro to the HR cycle
- The evolving nature and purpose of HR and management, and our evolving relationships to work
- Basics of employment law for nonprofit managers

Session 2: October 1
- Othering and Belonging at Work
- Approaches to equity, diversity, and inclusion that work and don't work

Session 3: October 15
- Job design
- Talent Acquisition: Interviewing, Recruiting, and Onboarding

Session 4: October 29
- Talent engagement and retention
- Workplace culture, building effective teams, and decision-making in organizations

Session 5: November 12
- Giving and Receiving Feedback
- Performance Management

Session 6: December 3
- Addressing performance problems and letting people go
- Anti-oppressive approaches to supervision

Session 7: December 17
- Bringing it all together
- Final presentations and feedback

Course Readings, Applications, and Assignments

Session 1: September 17

Topics:
- Intro to the HR cycle
- The evolving nature and purpose of HR and management, and our evolving relationships to work
- Basics of employment law for nonprofit managers

Readings & Prep Materials:

Required

Intro to HR:
- Pre-Course Survey - **Due September 14**.
- Dignan. Brave New Work (2019). Part One: The Future of Work, pp1-49.
- Podcast (Listen or read the transcript.): Why Management History Needs to Reckon with Slavery with Caitlin Rosenthal (2018).
- Article *or* Podcast:
    - Article: Kantor. The Rise of the Worker Productivity Score (2022) (There is also copy of this article saved to Brightspace, but it's more fun to read on the NYT website, because as you read it they simulate the experience of being tracked by your employer.)
    - Podcast: The Daily – The Rise of Workplace Surveillance (2022)
- Article: Gilson, Mary Barnett. The Relation of Home Conditions to Industrial Efficiency. (1916).

Changing relationships to work:
- Article: Kreider, Tim. It's Time to Stop Living the American Scam (2022).
- Article: De Smet, Aaron. 'Great Attrition' or 'Great Attraction'? The choice is yours. (Sep 2021)

Employment Law:
- Booklet: Tomatore, Suzanne. Employment Law for Non-Lawyers. (Mar 2016)

Recommended/Supplementary

Intro to HR:
- Feiss, Richard A. Personal Relationship as a Basis of Scientific Management. (May 1916)

Changing relationships to work:
- Article: Kreider, Tim. The 'Busy' Trap. (June 2012)
- Forthcoming Book: Rest is Resistance by Tricia Hersey (October 2022)
- Article: Goldberg, Emma. All of Those Quitters? They're at Work. (May 2022)
- Article: Pew Research. Majority of workers who quit a job in 2021 cite low pay, no opportunities for advancement, feeling disrespected (March 2022)
- Article: De Smet, Aaron. The Great Attrition is making hiring harder. Are you searching the right talent pools? (July 2022)
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Employment Law:
- Booklet: Labor and Employment Law Overview: New York.
- Article: Wilcox, John. The 10 employment laws every manager should know. (Updated

Feb 2020).
- Book: Rosenthal, Caitlin. Accounting for Slavery: Masters and Management. (2018)
- Booklet: Cauthen, Nancy K. Scheduling Hourly Workers: Just-In-Time Scheduling.

Application:
- Discuss a selection of mini-cases

Session 2: October 1

Topics:
- Othering and Belonging at Work
- Approaches to equity, diversity, and inclusion that work and don't work

Readings & Prep Materials:

Required
- Case: Diversity and Inclusion at the Los Angeles Cleantech Incubator. (In Coursepack)
- Book: Yoshino, Kenji. Covering: The Hidden Assault on American Civil Rights. (2006) Preface and An Uncovered Self.
- Book Chapter. Holvino et al. Creating and Sustaining Diversity & Inclusion in Organizations: Strategies and Approaches (2004)
- Article: Sherbin, Laura. Diversity Doesn't Stick Without Inclusion (2017)
- Article: Livingston. How to Promote Racial Equity in the Workplace (September 2020)
- Article: Lindsey et al. Two Types of Diversity Training That Really Work. (July 2017)
- Blog: Truss, Joe. What Happened When My School Started to Dismantle White Supremacy Culture. (2019)
- Article: Harts et al. Women are drowning in unpaid labor at home. Stop making them do it at work

Recommended
Workplace Diversity and Inclusion:
- Article: Lindsey et al. What We Know and Don't: Eradicating Employment Discrimination 50 Years After the Civil Rights Act (2013)
- Article: Dobbin. Why Diversity Programs Fail (2016)
- Article: Thurman, Rosetta. Nonprofits Don't Really Care About Diversity (2011)
- Article: Chandler, Jennifer. Nonprofits, you are the Champions for Diversity, Equity, and Inclusion (2016)
- Article: Thomas-Breitfeld. How to Think Differently about Diversity in Nonprofit Leadership: Get Comfortable with Discomfort (2017)

The Progress Principle:
- Video: TedX with Teresa Amabile. The Progress Principle
- Article: Amabile, Teresa. The Power of Small Wins

Disability:
- Blog Post: Mingus, Mia. Changing the Framework for Disability Justice (2011)
- Blog Post: Berne, Patty. Disability Justice - a working draft (2015)
- Article: Brody, Denise. How Disability-Friendltoy Is Your Workplace? 4 Ways to Put Your Business To The Test. (2018)

Race:

- Article: Nkomo & Ariss. The historical origins of white privilege in organizations. (2014)
- Article: Carter. Restructure Your Organization to Actually Advance Racial Justice (2020)
- Article: Rothman. The Origins of "Privilege" (2014)

Gender:

- Article: Eagly, Alice. Women and the Labyrinth of Leadership (2007)

Age:

- Article: Conley. How Do We Combat Ageism? By Valuing Wisdom as Much as Youth. (2018)

Applications:

- Case: Diversity & Inclusion at the Los Angeles Cleantech Incubator (in Coursepack)
- Guest lecture and Q&A: Justice, Equity, Diversity, and Inclusion tactics that work with Ellie Tumbuan, Head of Strategy and Culture at The Justice Collective

Session 3: October 15

Topics:
- Job design
- Talent Acquisition: Interviewing, Recruiting, and Onboarding

Readings & Prep Materials:

Required

Talent Acquisition/Hiring
- Book Chapter: Green. Managing to Change the World: Chapter 6 - Hiring Superstars
- Book Chapter. Bock. Work Rules!: Chapter 5
- Web Resource: The BIPOC Project. Equity and Racial Justice Hiring Guidelines.
- Article: Knight. 7 Practical Ways to Reduce Bias in Your Hiring Process. (2017)

Interviewing
- Article: Doyle. How to Prepare for a Behavioral Job Interview (2022)
- Article: Murphy. The Hidden Flaw In Behavioral Interview Questions (2014)

Onboarding
- Booklet: Leading Edge. Onboarding Best Practices.

Recommended

Onboarding
- Article: Heathfield. How to Welcome and Onboard a New Employee Successfully. (2021)
- Blog: Business Management Daily. In hot economy, onboarding takes on vital role (2018)
- Booklet: Bauer. Onboarding New Employees. (2010)
- Article: Cable. Reinventing Employee Onboarding (2013)
- Booklet: SOUL Supervision 1.5 and 3 month eval questions – pp. 63, 70-73
- Book: Watkins. The First 90 Days. (2013) (Chapter 1 is available on Brightspace.)

Applications:

- Case: Teaming at Disney Animation Front (in Coursepack)
- Assignment: Job Description and Interview Questions

Session 4: October 29

Topics:

- Strategies for talent engagement and retention
- Workplace culture change
- Building effective teams
- Decision-making in organizations

Readings & Prep Materials:

Required

Engagement through coaching, supervision & organizational structure

- Case: Mothers Out Front (in <u>Coursepack</u>)
- Book Chapter: Managing to Change the World - Chapter 7: Developing People
- Book Chapter: Managing to Change the World: Chapter 8 - Retaining Your Best
- Book Sections: Brave New Work :
    - "Purpose" pp58-64
    - "Authority" pp 65-74
    - "Structure pp75-82
    - "Membership" pp139-150
- Article: Freeman. <u>The Tyranny of Structurelessness</u>. (1973)
- Article: Valenzuela. <u>5 Traits of an Awesome Supervisor</u> (2017)

Building Effective Teams

- Book Chapter: Lencioni. The 5 Dysfunctions of a Team. (2002) <u>Chapter 42 "An Overview of the Model"</u> and <u>Chapter 44 "Understanding and Overcoming the Five Dysfunctions."</u>

Making Decisions

- Video: <u>Frederic Laloux on the Advice Process</u>
- Article: Reinventing Organizations Wiki: <u>Decision Making</u>
- Article: Valenzuela. <u>Sick of Both Consensus and Hierarchical Decision-Making? There is a Third Way</u> (2017)

Recommended

Supervision

- Article: Walker. <u>Saving Your Rookie Managers from Themselves</u> (2002)

Structure & Culture

- Laloux. Reinventing Organizations: <u>Book</u> and <u>Wiki</u>
- Book Section: Dignan. Brave New Work "Looping" pp201-219
- Article: Grossman. <u>How to Create a Learning Culture</u> (2015)

Building Effective Teams

- Book. Lencioni. <u>The Five Dysfunctions of a Team</u>
- Article: Eisenhardt. <u>How Management Teams Can Have a Good Fight</u> (1997)
- Research: Bresman. <u>To Excel, Diverse Teams Need Psychological Safety</u> (2022)

Making Decisions

- Blog: Le. Our <u>Default Organizational Decision Making is Flawed</u> (2018)
- Web resource: <u>Consent Decision Making</u> (Also check out the other decision making models on this app if you're interested in exploring more!)

- Article: Hackman. A New Strategy for Job Enrichment. (1975)
- Article: Heathfield. How to Improve Workplace Satisfaction for Employees (2019)

Application:

- Case: Mothers Out Front (in Coursepack)

Session 5: November 12
- Giving and Receiving Feedback
- Performance Management

Readings & Prep Materials:

Required
Giving and Receiving Feedback
- Book. Stone. Thanks for the Feedback, Chapters 1, 2, 3, 6 and 13
- SOUL Supervision – "How to Give Constructive Feedback" and "How to Use Evaluation" – pp 68-69
- Web Resource: Social Transformation Project. Art of Transformational Consulting Tools & Publications: How to Give Feedback
- Web Resource: Social Transformation Project. Art of Transformational Consulting Tools & Publications: How to Receive Feedback

Performance Evaluation
- Article: Cecchi-Dimeglio. How Gender Bias Corrupts Performance Reviews, and What to Do About It (2017)
- Article: Weed. How to Manage Performance Evaluations in the Work-From-Home Era (2020)
- Article: Goler. Let's Not Kill Performance Evaluations Yet (2016)

Recommended
- Book Chapter. Stone. Difficult Conversations: How to Discuss What Matters Most "Ten Questions People Ask About Difficult Conversations. (2010)
- Article: Cappelli. The Performance Management Revolution (2016)

Applications:

- Activity: Peer coaching with the Critical Friends Protocol
- Assignment: Course Feedback Memo and Peer Grading

Session 6: December 3
- Addressing performance problems and letting people go
- Anti-oppressive approaches to supervision
- Responding to harm in the workplace/applying restorative justice principles at work

Readings & Prep Materials:

Required
Aligning Supervision with Mission and Values
- Booklet: Support & Accountability: SOUL Supervision

Performance Problems and Letting People Go
- Book Chapter: Green. Managing to Change the World: Chapter 9 - Addressing Performance Problems and Letting People Go

Restorative Justice & Responding to Harm in the Workplace
- *PLACEHOLDER: Stronghold will be suggesting some reading material on the topic(s) of restorative and/or transformative justice*

Recommended
Transformative Justice
- Blog Post: Mingus. Transformative Justice – A Brief Description

Applications:

- Guest lecture and Q&A: Applying restorative justice frameworks in the workplace with the Stronghold Collective

Session 7: December 17
- Bringing it all together
- Final presentations and feedback

Applications:

- Final Projects: Presenting HR challenges and strategies
- Giving and receiving feedback

Henry & Lucy Moses Center 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.