

# **MSPP-GP 4900.001**

**The Practice of Work**

**Spring 2023**

**Instructor Information**

* Moschell (Mo) Coffey, [mcoffey@nyu.edu](mailto:mcoffey@nyu.edu) cell: 646-479-0421
* Office Hours: By appointment. Reach out via email or text whenever you need something.

**Course Information**

* Wednesdays, 10:15am-12:15pm: January 25, February 15, March 8 and 29, April 19, May 3
* Class Location: 60 Fifth Ave room 165 (check Albert the day before class starts to confirm)

# **Course and Learning Objectives**

By the end of the course, students will:

* 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;
* Understand ways in which individuals differ from each other, including personality, workstyle and social identities;
* Have tools for honing strategy, designing structure and enhancing professional culture;
* Be able to successfully give and receive feedback;
* Be able to reflect on how work style, organizational behavior, and issue area impact career choices;
* Understand sources of individual and structural power and how to wield those for greater influence;
* Disentangle individual, interpersonal and organizational levels, be aware of their interactions, and how they can work together towards greater effectiveness at all levels; and
* Learn how to practice reflection of their own professional goals and communicate them in various settings.

# **Course Expectations, Evaluation, and Grading**

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.

Students will be graded on evidence of progressive learning throughout the course, based on the learning objectives. 50% of your grade will be based on thoughtful in-class participation and being fully prepared for class having done the readings and prep work. 50% of your grade will be based on the timely submission of thoughtful out-of-class assignments.

You start with an A in this class. I will support your class participation and class engagement as best I can so that you keep this A through the end of the semester. If talking in class makes you uncomfortable for any reason, please reach out to me privately before the beginning of the semester so we can work together to allow you to meet the class objectives while also creating a supportive learning environment for you.

Please do not miss class unless it is a true emergency or you have not been cleared to entered the building by the COVID-19 team (if this happens please email me as soon as possible so we can devise the best workaround for you). We only have six in-person classes and there are no notes that I can email you if you miss class activities that will replicate the meaningful discussions we will have. Your internship schedule and any other commitments should be crafted around your attendance at our in-person classes.

I promise there are no arbitrary assignments or deadlines in this class, everything has been scaffolded to give you the best possible learning experience. If something comes up that may cause you to miss a deadline, please communicate with me as soon as possible to devise an alternate plan (communicating before missing something is always better than after missing it).

Please do the readings and assignments for class. You will be unable to participate without having done them all. The reflections will be graded for thoughtfulness and engagement. There are no secrets to grading here; just show me that you are trying, learning, and growing. Show up for yourself, and be open to learning, and your final grade will reflect your effort.

Your mental and physical well-being are important to me. Inquisition and temporary discomfort can be an important part of learning and growing, however if anything in this class jeopardizes your health and well-being, please reach out to me so we can find a way to make this work for you.

**Note on written submissions:** All written assignments for class, while internal and for your and my eyes only, should be written thoughtfully. They should use clear, concise language – and please, take the time to proofread them. It shows that you have put effort into your work. After all, you are writing about and for yourself. All words and content should be your own. The use of AI for generating any written work is strictly prohibited. If you are bringing in outside sources, they must all be properly cited with all sources’ references noted and quoted as applicable.

**Required Readings and Other Resources**

Course readings will be available on the Brightspace website and/or via web links for this course. Nothing needs to be purchased.

## **Class Schedule Overview**

Below is an outline of our topics for the class.

**The sequence of classes, and due dates for assignments, could change depending on how class discussions go.**

Specific requirements for each class will be posted on Brightspace and emailed to you with enough lead time to prepare. **Instructions in email and/or Brightspace take precedence over what is written here**.

**Week One – January 25, 2023:**

*Semester overview, expectations, introductions, and group norms*

* Person/Role/System
* Leadership – Adaptive challenges versus technical problems
* Informational Interviewing
* SMARTIE goal structure

**READ/WATCH BEFORE CLASS:**

* What is Adaptive Leadership <https://wdhb.com/blog/what-is-adaptive-leadership/>
* Watch: Adaptive Leadership in 12 minutes <https://www.youtube.com/watch?v=9kVxxfknua4>
* Practice of Adaptive Leadership <https://eastsidepathways.org/wp-content/uploads/2021/07/Practice-of-Adaptive-Leadership.Heifetz-et-al.EBS_.pdf>
* Person/Role/System Framework (this is a bit dense, but just do your best just to understand the overall interaction between the three factors) <https://assets.aecf.org/m/blogdoc/PersonRoleSystemFramework-2013.pdf>
* OPTIONAL: The person-role-system framework as a key to promoting racial equity (this shows how the framework can be applied, which can be especially helpful if the reading above was confusing for you to) <https://case.edu/socialwork/nimc/sites/case.edu.nimc/files/2020-10/Nazaire.WWV_.PersonRoleSystem.2020.FINAL_.pdf>
* Guide to Informational Interviewing: pages 7-11 <https://wagner.nyu.edu/files/careers/Networking%20Guide_Final%20May%202022.pdf>
* My Pet Peeves about Informational Interviewing <https://archive.nytimes.com/shiftingcareers.blogs.nytimes.com/2007/11/19/my-pet-peeves-about-informational-interviews/>
* Mastering the Informational Interview <https://archive.nytimes.com/shiftingcareers.blogs.nytimes.com/2008/01/29/mastering-the-informational-interview/>

**ASSIGNMENTS AFTER CLASS:**

* + Draft informational interview request email, share with Mo, and once you have received feedback send to the intended recipient
  + Write 3-5 SMARTIE goals for the semester; submit them using the Google Form link provided
  + Complete skills and values inventory and emotional intelligence worksheet before the next class; bring printed and completed hard copy to week two

**Week Two – February 15, 2023:**

*All-group check-in*

*Internship share*

* Professional skills and values
* Emotionally intelligent leadership
* Intersectionality

**READ/WATCH BEFORE CLASS:**

* Using your skills and values to define a career that’s right for you <https://www.timeshighereducation.com/student/advice/using-your-skills-and-values-define-career-thats-right-you>
* What is intersectionality and what does it have to do with me? <https://www.ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me/>
* Watch: The Urgency of Intersectionality <https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality>
* OPTIONAL read if you’d like a research-oriented piece on intersectionality: Intersectional Political Consciousness: Appreciation For Intragroup Differences and Solidarity in Diverse Groups <https://www.researchgate.net/profile/Ronni_Greenwood/publication/227738184_Intersectional_Political_Consciousness_Appreciation_for_Intragroup_Differences_and_Solidarity_in_Diverse_Groups/links/5b8cc86e92851c1e1243f2a1/Intersectional-Political-Consciousness-Appreciation-for-Intragroup-Differences-and-Solidarity-in-Diverse-Groups.pdf>

**ASSIGNMENTS AFTER CLASS:**

* + Complete at least one informational interview
  + Write a brief reflection (maximum one-page) on how the informational interview went – What did you learn about the process? What could you have done differently? Did you prepare enough? What went well? What would you change for your next informational interview? How will what you learned from the interview help shape your future?

**Week Three – March 8, 2023:**

*All-group check-in*

*Internship share*

* Vulnerability Loop/ Team Functioning
* Giving and Receiving Feedback
* Intro to Telling Your Story

**READ/WATCH BEFORE CLASS:**

* How Showing Vulnerability Helps Build a Stronger Team <https://ideas.ted.com/how-showing-vulnerability-helps-build-a-stronger-team/>
* Making Dumb Groups Smarter <https://hbr.org/2014/12/making-dumb-groups-smarter>
* Culture Code chapter 4 (in Brightspace)
* Skim: Flawless consulting – chapters 13 and 14 only (pages 244-273 of the PDF file) <https://mcclo.files.wordpress.com/2011/12/peter-bloch-flawless-consulting.pdf>
* Watch: The Power of Vulnerability <https://brenebrown.com/videos/ted-talk-the-power-of-vulnerability/>

**ASSIGNMENTS AFTER CLASS:**

* + Practice personal narrative, be prepared to share it with the class in week four
  + TRACKS activity - gather job descriptions and complete the two requested google docs
  + Write a reflection that answers the following questions (in any order, and in whatever style works best for you)
    - What motivates you to accomplish your goals? How do and should your values influence your current decisions? What matters most to you in a work setting?
    - What are a few skills and emotional intelligence traits you identified that you want to develop? What opportunities exist for you to develop additional skills? Are there concrete steps you should take to start building them? Does your resume reflect your strengths and values?

**Week Four – March 29, 2023:**

*All-group check-in*

*Internship share*

* Issue, role, type of organization
* Personal narrative shares
* TRACKS exercise
* Intro to Career Plan

**READ BEFORE CLASS:**

* 7 types of organizational structures <https://whatfix.com/blog/organizational-structure/>
* Follow a career passion? Let is follow you <http://www.nytimes.com/2012/09/30/jobs/follow-a-career-passion-let-it-follow-you.html>

**ASSIGNMENTS AFTER CLASS:**

* + Complete another informational interview
  + Draft your own perfect job description based on the TRACKS activity, then
  + Write a brief reflection (one-page) of how this job description aligns or doesn’t align with your current internship and/or previous roles. What did you learn about yourself from this activity? Please submit both the job description and reflection.
  + Begin drafting your career plan, or at the very least, review all of its components

**Week Five – April 19, 2023:**

*All-group check-in*

*Internship Share*

* Identity-based intersectional frameworks
* White supremacy culture in organizations
* Imposter Syndrome

**READ BEFORE CLASS:**

* Using an anti-racist intersectional frame at CSSP <https://cssp.org/wp-content/uploads/2019/09/Antiracist-Frame-12.10.19.pdf>
* White supremacy culture characteristics <https://www.whitesupremacyculture.info/characteristics.html>
* Dismantling white supremacy in nonprofits: a starting point <https://ynpntwincities.org/blog-1/dismantling-white-supremacy-in-nonprofits-a-starting-point>
* Seeing and naming racism in nonprofit and public organizations <http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-and-public-organizations/>
* Feeling Like a Fraud by Peggy McIntosh (in Brightspace)
* Dealing with Imposter Syndrome when you’re treated as an imposter <https://www.nytimes.com/2018/06/12/smarter-living/dealing-with-impostor-syndrome-when-youre-treated-as-an-impostor.html>
* OPTIONAL: White supremacy culture in organizations <https://coco-net.org/wp-content/uploads/2019/11/Coco-WhiteSupCulture-ENG4.pdf>

**ASSIGNMENTS AFTER CLASS:**

* + Write a brief reflection (one-page) of how identity, intersectionality, and/or imposter syndrome may factor into your professional experiences. *We’ll discuss different ways to interpret this prompt in class.*
  + Finish the first full draft your career plan, come prepared to discuss it at the next session

**Week Six – May 3, 2023:**

*All-group check-in*

*Internship Share*

* Career Plan Share
* SMARTIE Goal reflection
* Building a lifelong reflective leadership practice

**READ BEFORE CLASS:**

* Maintaining a reflective leadership practice handout (in Brightspace)
* A survival guide for leaders <https://hbr.org/2002/06/a-survival-guide-for-leaders>
* 4 behaviors that help leaders manage a crisis <https://hbr.org/2020/04/4-behaviors-that-help-leaders-manage-a-crisis>

**ASSIGNMENTS AFTER CLASS:**

* Write a reflection (suggested about three pages, but the length is up to you, it can be longer if it needs to be) on what you learned about yourself, your professional skills and values, and the evolution of your career goals throughout the semester. How will you apply what you learned in your career? How will you strive to maintain a reflective leadership practice in your career? [submit no later than May 10, 2023]

## **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](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form, including work not wholly produced by the student alone – unless collaboration is expressly allowed – 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.

## **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](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) 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](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) 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 deadlines to schedule mutually acceptable alternatives.