



NYU

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

PADM-GP 2135

Human Resources: Leading Talent Development

Spring 2023

Instructor Information

- Professor Minda Harts
- Email: yh48@nyu.edu
- Office Address: TBD
- Office Hours: Video meetings by Appointment
- If you email me-I will respond within 24 hours M-F. Weekends, not available.

Course Information

- Class Meeting Time: 1/28, 2/4, 2/18, and 2/25 from 11am to 5pm
- Class Location: 194 Mercer Room 208 Loc: Washington Square

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, inclusion, and equity 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.

Currently, all dates will be in-person, but if in-person classes are not feasible and practical, taking into consideration NYU Wagner guidelines for the global pandemic—we will hold classes on Zoom. This decision will come from NYU Wagner leadership. Please stay current on all NYU return back to campus guidelines here: <https://www.nyu.edu/life/safety-health-wellness/coronavirus-information.html>

Course Texts

- Stone, D., Patton, B. and Heen, S. *Difficult Conversations: How To Discuss What Matters Most*. 2010. New York: Penguin Books.
- Brown, Brene. *Dare To Lead: Brave Work. Tough Conversations. Whole Hearts*. 2018. Random House.
- Rothstein, Richard. *The Color of Law*. 2018. Liveright.
- Additional readings, study questions, and general announcements will be available through Brightspace.

Course Requirements

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

- In-class quiz on *Difficult Conversations* reading (10)
- Reading/Reflection Memos (2): (20 points)

- Position Description and Interview Preparation Paper: (15 points)
- Performance Review Paper: (15 points)
- Final Presentation and Paper: (25 points)
- Class Participation and Attendance: (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](#)

Grading

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

Assignments

- **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 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 a serious and urgent situation that could delay turning in the assignment, contact me as soon as possible to discuss other arrangements.

- **Job Description and Interview Questions:** Should be double-spaced and have 1-inch margins use 12 pt. font. For this assignment, you will find an example of a poorly written job description/posting for a nonprofit/public service position (could be your own). You will research the nature of the organization and the position, revise the description, and create interview questions for it. Your submission will include a brief summary of the organization (250 words or less), the original job description or posting, revised position description, and no less than 10 interview questions. This assignment should be no less than two pages long.

- **Performance Review Recommendation Paper:** 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 performance evaluation forms currently in use in organizations (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.

- **Final paper and Presentations: The paper is** Due the last day of class. In this 8 page (no less than 8 pages and no more than 10 pages), double-spaced paper, 1-inch margins use 12 pt. Font. 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. *You will pre-record one presentation and submit to the Google Link provided by the Professor, three days before our last class. Then submit the final paper via Brightspace.
 - Selected topics: Diversity and inclusion in the workplace, Building a better recruitment/selection process, Creating a feedback-rich culture or an HR topic of your choice, sourced from class discussions or materials **(with my approval)**. You will pre-record a 3-5 PowerPoint slide presentation to share with the class on the problem and your proposed solution, title slide doesn't count (Pre-recorded presentation)]. 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). And the presentation should be between seven to ten minutes long. Should not exceed 10 minutes.
 - Individually, you will choose at least six presentations to watch ahead of class to ask your peers about their presentations.
 - Be prepared to answer your peers' questions about your presentations during our final class.

Reading Reflection Memos:

Two 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 regurgitating it, this is not a “book report”) and expressing 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 on, 2/4, and 2/18.

[Examples for formatting](#)

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 both in class and on Slack.
 - 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 or in Slack. ● Is unprepared for class.

Overview of the Course

- Week 1
 - Date: **January 28, 2022** ○ Topic: Introduction to the course and HR Best Practices, Leadership and Company Culture
 - Read Difficult Conversations
 - **In-class Quiz on the book Difficult Conversations** (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?)
 - Read Articles
- Week 2
 - Date: **February 4, 2022**
 - Topic: Recruiting, Diversity & Inclusion ○ Read Dare To Lead ○ Read Articles ○ **Position Description and Interview Preparation Paper Due** ○ **Reflection Memo #1 Due** (Dare To Lead Brene Brown). Reflect on the themes in the book Dare to Lead. Think about the list of behaviors, then decide if you want to discuss 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 (At least three)?
- Week 3
 - Date: **February 18, 2022** ○ Topic: Performance Management and Retention ○ Read The Color of Law ○ Read Articles ○ **Reflection Memo #2 Due** (The Color of Law Richard Rothstein) 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?
 - **Performance Review Paper Due**
- Week 4

o Date: **February 25, 2022** o **Final Presentation and Paper Due** o Topic: Talent Engagement and Succession Planning & Leading Change o Read Articles

WEEK 1: INTRODUCTION TO THE COURSE & HR LEADERSHIP

Deliverables: Read [Difficult Conversations](#) and in-class quiz on the reading.

- Go over Class Syllabus
- Personality and Leadership Assessments
- Group Discussion on Readings

- Readings Due:

[Why we love to hate HR and what we can do about it July-August 2015 \(Harvard Business Review\)](#)

[Why Should Anyone Be Led by You? Sept-Oct 2000 Robert Goffee and Gareth Jones \(Harvard Business Review\)](#)

Bryant, A. 2011 "[Google's Quest to Build a Better Boss](#)," New York Times

Read [Difficult Conversations](#)

WEEK 2: Recruiting and Diversity & Inclusion

Deliverables: Position Description and Interview Preparation Paper via Brightspace and Memo #1

- Group Discussion
- 2 Guest Speakers: Be sure to engage with our speaker during Q/A (part of your participation)
- Interactive Group Activity

Readings Due:

[Why Diversity Programs Fail \(Harvard Business Review\)](#)

[PR Agencies Need to Be More Diverse and Inclusive. Here's How to Start](#)

[\(Harvard Business Review\).](#)

[How Do We Combat Ageism? By Valuing Wisdom as Much as Youth \(Harvard Business Review\).](#)

Take the [Implicit Bias Test](#) and be prepared to share some insights (run five tests).

WEEK 3: Performance Management and Retention

Deliverables: Reflection Memo #2 Due and Performance Review Paper via Brightspace

- 2 Guest Speakers: Be sure to engage with our speakers during Q/A
- Performance Review and Retention Lecture/Activity
- Short Film
- Read The Color of Law and submit Reflection Memo ● Readings Due:

[The Performance Management Revolution](#)

[Women are drowning in unpaid labor at home. Stop making them do it at work](#)

WEEK 4: Talent Engagement and Succession Planning & Leading Change

Deliverables: Final Pre-recorded Presentations and Paper Due via Brightspace

- Group Discussion
- Watch at least six Pre-recorded Presentations and be prepared to ask questions during the Q/A portion of the presentations.
- Final Presentations Q/A
- Guest Speaker: Be sure to engage with our speaker during Q/A

Readings Due:

[What Every Manager Needs to Know About Succession Planning](#)

[#MeToo Movement Exposes Lack Of Succession Planning](#)

[Leading Change](#)

5 TIPS FOR MANAGING CHANGE IN THE WORKPLACE

Brightspace

All assignments will be delivered through the Brightspace site. 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 and via email.

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. 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.