

# MSPP-GP 4900.001

## The Practice of Work Spring 2024 \*rev 3-27-24

**Instructor Information**

* Moschell (Mo) Coffey, 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 24, February 14, March 6 and 27, April 17, May 1
* Class Location: 60 Fifth Ave room 202 (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 in this course is strictly prohibited, and will be considered a violation of the academic honor code.** 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 24, 2024:

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

* Informational Interviewing
* SMARTIE goal structure
* Name origin story
* Revisiting intersectionality (continuation from Public Management II)

# READ/WATCH BEFORE CLASS:

* 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-](https://www.ywboston.org/2017/03/what-is-intersectionality-and-what-does-it-have-to-do-with-me/) [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\_Intersection](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) [al\_Political\_Consciousness\_Appreciation\_for\_Intragroup\_Differences\_and\_Solidarity\_in\_Divers](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) [e\_Groups/links/5b8cc86e92851c1e1243f2a1/Intersectional-Political-Consciousness-](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) [Appreciation-for-Intragroup-Differences-and-Solidarity-in-Diverse-Groups.pdf](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)
* 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-](https://archive.nytimes.com/shiftingcareers.blogs.nytimes.com/2007/11/19/my-pet-peeves-about-informational-interviews/) [about-informational-interviews/](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-](https://archive.nytimes.com/shiftingcareers.blogs.nytimes.com/2008/01/29/mastering-the-informational-interview/) [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 via email no later than January 28 at 9pm, and once you have received feedback send to the intended recipient
	+ Write 3-5 SMART(IE) goals for the semester. Your submission should each outline how you have thought about each of the letters for each goal. Upload to Brightspace by February 4 at 9pm.
	+ 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 14, 2024:

*All-group check-in Internship share*

* Professional skills and values
* Emotionally intelligent leadership

# 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-](https://www.timeshighereducation.com/student/advice/using-your-skills-and-values-define-career-thats-right-you) [career-thats-right-you](https://www.timeshighereducation.com/student/advice/using-your-skills-and-values-define-career-thats-right-you)

# ASSIGNMENTS AFTER CLASS:

* + Complete at least one informational interview by February 25.
	+ 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? Upload to Brightspace by March 3 at 9pm.

## Week Three – March 6, 2024:

*All-group check-in Internship share*

* Negotiation – Part Two (continuation from Public Management II)
* Giving and Receiving Feedback
* TRACKS intro

# READ/WATCH BEFORE CLASS:

* Negotiation Genuis summary (required) or read the book (suggested)
* 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>
* Giving Feedback Across Cultures – [https://www.cultureamp.com/blog/give-feedback-across-](https://www.cultureamp.com/blog/give-feedback-across-cultures) [cultures](https://www.cultureamp.com/blog/give-feedback-across-cultures)

# ASSIGNMENTS AFTER CLASS:

* + TRACKS activity - gather job descriptions and complete the two requested google docs, you must share these google docs (for completion only) by Mo via Brightspace by March 24 at 9pm.
	+ Write a 1-2 page reflection that discusses the negotiation simulation we used in class. What did you observe from your own negotiation style? Others’ styles? What changed between the rounds? What will you take from this simulation in relation to real-life negotiations later in your career? Upload to Brightspace by March 17 at 9pm.

## Week Four – March 27, 2024:

*All-group check-in Internship share*

* Issue, role, type of organization
* TRACKS exercise
* Telling Your Story intro

# 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-](http://www.nytimes.com/2012/09/30/jobs/follow-a-career-passion-let-it-follow-you.html) [career-passion-let-it-follow-you.html](http://www.nytimes.com/2012/09/30/jobs/follow-a-career-passion-let-it-follow-you.html)

# ASSIGNMENTS AFTER CLASS:

* + Practice personal narrative, be prepared to share it with the class in week five.
	+ Complete another informational interview before April 14. You will submit their name on the TRACKS reflection paper.
	+ 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 your designed job description and the reflection paper. \*On your reflection paper please submit the name and date of the person you had an informational interview with by April 14 (this needs to be different than the previous person you interviewed for class 3). This is due by 9pm on April 14.
	+ Optional: schedule a resume review with a Wasserman coach after including your current internship on your resume

## Week Five – April 17, 2024:

*All-group check-in Internship Share*

* Identity-based intersectional frameworks
* White supremacy culture in organizations
* Telling Your Story
* Intro to the Career Plan

# READ BEFORE CLASS:

* Using an anti-racist intersectional frame at CSSP [https://cssp.org/wp-](https://cssp.org/wp-content/uploads/2019/09/Antiracist-Frame-12.10.19.pdf) [content/uploads/2019/09/Antiracist-Frame-12.10.19.pdf](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-](https://ynpntwincities.org/blog-1/dismantling-white-supremacy-in-nonprofits-a-starting-point) [1/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-](http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-and-public-organizations/) [public-organizations/](http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-and-public-organizations/)
* OPTIONAL: White supremacy culture in organizations [https://coco-net.org/wp-](https://coco-net.org/wp-content/uploads/2019/11/Coco-WhiteSupCulture-ENG4.pdf) [content/uploads/2019/11/Coco-WhiteSupCulture-ENG4.pdf](https://coco-net.org/wp-content/uploads/2019/11/Coco-WhiteSupCulture-ENG4.pdf)

# ASSIGNMENTS AFTER CLASS:

* Write a brief reflection (about 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. This can be done in whatever format works best for you. Submit a copy on Brightspace.
* Optional: schedule a resume review with a Wasserman coach after including your current internship on your resume

## Week Six – May 1, 2024:

*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-](https://hbr.org/2020/04/4-behaviors-that-help-leaders-manage-a-crisis) [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 6, 2024]

## 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](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [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) 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.