

# CORE-GP 1020

**Management and Leadership (M&L) Fall 2021**

**Instructor Information Professor Patricia Satterstrom Email**: [patricia.satterstrom@nyu.edu](mailto:patricia.satterstrom@nyu.edu)

**Office hours:** Thursdays, 5:00 pm – 6:30 pm at Global Center for Academic & Spiritual Life (238 Thompson Street, 2nd floor lounge); schedule via [https://calendly.com/patricia-satterstrom/prof-](https://calendly.com/patricia-satterstrom/prof-satterstrom-fall-2021-office-hours) [satterstrom-fall-2021-office-hours](https://calendly.com/patricia-satterstrom/prof-satterstrom-fall-2021-office-hours)

# Course Information

## Section 005 Information

Time: Thursdays, 6:45 pm – 8:25 pm

Location: Global Center for Academic & Spiritual Life (238 Thompson Street), Rm 261

## Teaching Colleague: TBD

TC office hours: TBD

Wagner Writing Center

https://wagner.nyu.edu/portal/students/academics/advisement/writing-center#

Ask a librarian: <https://library.nyu.edu/ask/>

# Course Description

Management and Leadership is designed to empower you with the skills you will need to make meaningful change in the world—whether you care about bike lanes, criminal justice, prenatal care, community development, urban planning, social investment, or something else. Whatever your passion, you can have an impact by leading and managing. In this course, you will enhance the technical, interpersonal, conceptual, and political skills needed to run effective and efficient organizations embedded in diverse communities, policy arenas, sectors, and industries. In class, we will engage in a collective analysis of specific problems that leaders and managers face—first, diagnosing them and then, identifying solutions—to explore how organizations can meet and exceed their performance objectives. As part of that process, you will encounter a variety of practical and essential topics and tools, including mission, strategy, goals, structure, teams, diversity and inclusion, motivation, and negotiation.

# Course Material

1. Brightspace (<https://brightspace.nyu.edu/d2l/home/82404>): You will find the course syllabus, assignments, exercises, links to readings through the NYU library, surveys, and slides here.
2. To keep costs down, I am providing you with all the articles and exercises that copyright allows me to post in NYU Classes. Most Harvard Business Review articles are in the NYU library (http://proxy.library.nyu.edu/login?url[=h](http://search.ebscohost.com/login.aspx)t[tp://search.ebscohost.com/login.aspx?](http://search.ebscohost.com/login.aspx) direct=true&db=bth&jid=KBS9&site=ehost-live). If this link does not work, you can:
   1. Go to https://library.nyu.edu, search for: Harvard Business Review.
   2. Click the first result in BobCat, then on the next page select the second option with articles *after* 1922.
   3. Select "EBSCOhost Business Source Complete: Available from 1922."
   4. Click "Search within this publication," then enter the article title and change the search box to search the "Title" of documents.
   5. The first result should have the full text and PDF of the desired article.
3. Course pack (NYU): The case studies and several of the readings are copyright protected, so they need to be purchased for ? from the NYU Bookstore –a physical course pack and a digital course pack are included for the same price.
4. [Everest simulation](https://hbsp.harvard.edu/import/844585) (<https://hbsp.harvard.edu/import/844585>) is $15. Please purchase this by Class 1 so that you can prepare by Class 2.
5. CliftonStrengths for Students Top 5 ([https://www.strengthsquest.com/243749/choose-right- solution.aspx#ite-305129](https://www.strengthsquest.com/243749/choose-right-solution.aspx#ite-305129)): $20 if you register with your student email.
6. Some class announcements will be distributed via e-mail. Thus, it is important that you actively use your NYU e-mail account, or have appropriate forwarding set up on [NYU Home](https://home.nyu.edu/) (<https://home.nyu.edu/>).
7. ***Note:*** Given the unexpected nature of this pandemic, if we have to go virtual again, there are virtual simulations that you will need to purchase, but I will negotiate to keep this price low.

\*If cost of materials is a concern, please let me know, and I will work to get you material.

# Learning Objectives and Skill Development

The course combines conceptual and experiential approaches and is divided into four modules: 1) Teams and teamwork, 2) Interpersonal dynamics, 3) Designing and aligning organizations, and 4) Leading change.

Readings will introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies, exercises, and class discussions provide opportunities to apply theories, concepts, and research findings to particular situations to hone your managerial and leadership skills. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

There are three learning objectives that cut across each class:

1. Analytical Thinking and its supporting skillset is as follows:
   1. Identify, analyze, and address underlying problems and opportunities
   2. Recognize, analyze, and manage complex relationships
   3. Reframe the way you approach people and situations
2. Leveraging diversity and its supporting skillset is as follows:
   1. Identify, understand, and use different types of diversity
   2. Explore how to create, participate in, and coach diverse teams
   3. Develop skills to address the challenges and opportunities of diversity
3. Communication and its supporting skillset is as follows:
   1. Recognize the importance of clear communication with stakeholders
   2. Prepare effective, clear, organized written reports and presentations
   3. Conduct effective meetings and facilitate group/team discussions

# Assessment and Grading Policy

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| **Due Date** | **Graded** | **Tasks (location)** |
| Thursday, August 26th at 9:00 pm | Participation | CliftonStrength (purchase) |
| Thursday, August 26th at 9:00 pm | Participation | Intro survey (Qualtrics) |
| Thursday, August 26th at 9:00 pm | Participation | Intro video (Brightspace) |
| Tuesday, September 14th at 9:00 pm | Participation | Everest team simulation + Report out |
| Tuesday, September 21st at 9:00 pm | Participation | Kidney case part 1 (course pack) |
| Tuesday, October 5th, 9:00 pm | Graded | Memo 1 (Assignment) |
| Tuesday, October 12 at 9:00 pm | Graded | Network (Assignment) |
| Thursday, October 14th by class start | Participation | Thomas-Kilmann conflict survey (Classes) |
| Tuesday, October 26th at 9:00 pm | Graded | Memo 2 (Assignment) |
| Tuesday, October 28h by class start | Participation | Job crafting reflection (Forums) |
| Tuesday, November 9th at 9:00 pm | Feedback only | Gap and root causes write up (Assignment) |
| Thursday, November 18th, in class | Feedback only | Congruence model presentation (in class) |
| Tuesday, December 7h at 9:00 pm | Graded | Congruence model memo (Assignment) |
| Thursday, December 9 by start | Graded | Reflected Best Selves (Assignment) |
| December 9 – December 17, 11:55pm | Graded | Final exam (Assignment) |

## Individual assessment (65%)

25% Participation

20% Individual writing assignments (Network & Reflected best selves) 20% Final exam

## Team assessment (35%)

20% Two analytical memos 15% Congruence model analysis

## Participation

Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions, and trying to understand the reasoning that underlies our colleagues’ behavior. The only way to conduct a sharp case analysis and contribute insightful comments is to read the cases and articles carefully and complete the exercises, reflecting on how they inform situations you have experienced.

We calculate your participation grade by 1) tracking comments throughout the semester and rating them for quality—you don’t need to participate all the time, but you need to participate sometimes, 2) rating the quality of your contribution to the class online Discussion on Brightspace, and 3) calculating attendance and survey / exercise submissions. If you will be absent or delayed, please email the teaching colleague.

## Network writing assignment due Tuesday, October 12 at 9:00 pm

This one-page writing exercise is meant to allow you to consider the network information and network analysis you just engaged in. Please consult slides for assignment description. (One-page, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Classes under Assignments.)

## Reflected best selves writing assignment due Thursday, December 9th by the start of class

This two-page writing exercise is meant to allow you to consider the stories you collected and analyzed, reflect on the lessons you are taking away from the course, and make concrete plans for how you will use this knowledge. Please consult slides for a more in-depth assignment description of this assignment.

(Two-pages or less, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Classes under Assignments.)

## Final exam will be emailed Thursday, December 9, and will be due on Friday, December 17, at 11:55 pm

The final exam will cover topics from the lecture, readings, course discussions, and your teamwork. If you come to class, do all the readings, engage in class discussions, and reflect on the material we covered, you will be well prepared. The final exam will be take-home. Each M&L instructor grades one question using a rubric agreed upon by all M&L instructors.

## Class Teams

You will be assigned a team to work together on two memos and the congruence model assignment. You will also have the opportunity to discuss and debate the case analysis and recommendations before the class discussion in which you may be called. You are expected to do all the reading and consider the case questions before class.

## Two analytical memos

Your purpose in writing these memos is to provide information and make recommendations to people who must make decisions about key strategic issues. Pedagogically, this assignment provides you with the opportunity to develop your writing, analysis, and communication skills. It also gives you the ability to apply course principles and practices. For each of the group memos:

* Team members: Please include a cover page with the names of everyone who contributed to the

memo and the role they played in the memo. If a group member did not contribute, do not include that person’s name and s/he will not receive credit for this assignment. Everyone whose name does appear on the assignment will receive the same grade.

* Format:
  + Address a specific person.
  + Open with a very brief on-paragraph summary. What is the context, why is this important, what are the key issue(s), and your recommendation?
  + Explain your diagnosis. Why is this group/department/organization facing these issues? What are the root causes and why?
  + Provide specific recommendations that are realistic and take the individuals, context, timing, and other variables in the case into account. How should your recommendations be implemented? What are the priorities? Why are these recommendations better than a reasonable alternative?
  + The memo should be no longer than two pages (not including the cover page), single- spaced, 1-inch margins, and 12-point Times New Roman font. List references or figures, if necessary, on a concluding page. Please use paragraph headings. Remember to submit your memos on NYU Classes under Assignments.
* Grading:

There is no single right answer, but there are stronger and weaker memos.

* + 30 pts are allocated for the analysis of the problems/opportunities and root causes.
  + 30 points are allocated for your recommendations.
  + 16 points are allocated for demonstrating strong critical thinking skills.
  + 12 points are allocated for the quality of your writing.
  + 12 points are allocated for the organization of ideas and format.

## Memo 1

Please submit your memo by **Tuesday, October 5th at 9:00 pm**. Remember to submit one copy per team.

* Case: Amabile, T. M. & Schatzel, E. A. (2003). The Satera team at Imatron Systems, Inc. (A).

Harvard Business School Case 9-803-141.

* Target: You are a consultant hired by Rick Levinger to assess the situation and provide guidance to Gary Pinto. Please address your memo to Levinger.

After submitting this memo, please complete the individual and team assessments that will be emailed to you. Your answers are meant to help your team improve and will not be counted towards your grade.

## Memo 2

Please submit your memo by **Tuesday, October 26th at 9:00 pm**. Remember to submit one copy per team.

* Case: McGinn, K. L., Kutchma, B., & Hammer, C. B. (2012). Carolina for Kibera. *Harvard Business School Case* 9-913-701. (available for free through [NYU library](http://web.a.ebscohost.com.proxy.library.nyu.edu/ehost/ebookviewer/ebook/dDA5OHN3d19fMjMwNDM3NF9fQU41?sid=96733ed3-9f8e-476f-8c26-f1478e2ce7fb%40sessionmgr4006&vid=14&format=EB&rid=2))
* Target: Assume you are a consultant hired by Rye Barcott to assess the situation and provide

guidance. Please address your memo to Barcott.

After submitting this memo, please complete the individual and team assessments that will be emailed.

## Congruence model analysis

You will discuss and select one team member’s case—either a performance gap or an opportunity gap that s/he 1) observed or experienced, has some authority/ownership over, and has enough information to conduct a root cause analysis, 2) is interesting and motivating for the team to tackle, 3) is measurable, 4) could impact the team member and his/her organization, and 5) has a clear timeline. The organization/people can be anonymized. The final assignment will be graded; however, the initial write- up assignment and presentation are meant to help guide and support you.

**Gap and root causes.** Please submit your 1-paragraph write-up by **Tuesday, November 9th at 9:00 pm**

* Succinctly state the gap that you will address. Explain why you know it is a gap. Explain why this is the most important gap to address.
* State the root causes and explain why you think they are the root causes.

**Feedback session.** Each team will present their work-in-progress in class on **November 18th**

Each team will have four minutes to present their congruence model case followed by four minutes of feedback from the class and instructors.

* Pretend we are the person in the organization you are writing to.
* We will be looking for 1) Content—does the gap, root cause(s), congruence model, and action plan make sense? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness— Are your arguments convincing? You will be able to incorporate feedback into your final memo.

**Congruence model memo.** Please submit by **Tuesday, December 7th at 9:00 pm**

Target: Address an appropriate target in the organization and make it compelling/persuasive.

* State a succinct and compelling gap statement.
* Provide just enough (one paragraph) context, history, and organizational description for us to understand the case.
* State the root causes, why they are important, and how you came to focus on these (instead of

something else). You will need to have used the Congruence Model to get to this point.

* Propose an action plan. Explain how your specific suggestions address the gap and root causes, why these are the best steps (why not do something else?), and how would these be carried out.
* The memo should be no longer than three pages (not including the cover page), single-spaced, 1-

inch margins, and 12-point Times New Roman font. List references or figures, if necessary, on a concluding page. Please use paragraph headings. Remember to submit your memos on NYU Classes under Assignments.

* We will use the same grading point allocation that we used for the previous two memos.

After submitting this assignment, please complete the individual and team assessments.

# Henry and Lucy Moses Center for Students with Disabilities at NYU

I want everyone to do their best work in this course and reach their goals. If you need a formal accommodation, please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html), call 212- 998-4980, or email [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu) for information. If do not need a formal accommodation but have learning needs I should know about, please let me know.

# 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.

# Statement of Academic Integrity

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 will not be tolerated and students in this class are expected to report violations to me. If you are unsure about what is expected and how to abide by the academic code, you should consult with me.

# Module 1: Teams and Teamwork

## Please complete by August 26th

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| **Assignment** | **Description** |
| Survey 1: | CliftonStrengths for Students Top 5 ($20 if you register with your student email): <https://www.strengthsquest.com/243749/choose-right-solution.aspx#ite-305129>: |
| Survey 2: | Introductory online survey: <https://nyu.qualtrics.com/jfe/form/SV_1NxiH8FE7rt51Ns> |
| Post intro video: | Please record a short (2 minutes or less) introduction of yourself in [Introductions in](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=discuss&rcode=438126FB-CB7E-4012-84DC-B926D628DF2A-717945) [the Discussions section](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=discuss&rcode=438126FB-CB7E-4012-84DC-B926D628DF2A-717945). Please include 1) your professional experience, 2) what you hope to learn and practice in Management & Leadership, and 3) your career  aspirations after Wagner. |
| Case prep: | Gomez-Ibañez, J. A. (1986). Learning by the case method. Case Program, Harvard Kennedy School of Government. [NYU Brightspace PDF.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B1%2FGomez-Ibaez%2BJ.%2BA.%2B_1986_.%2BLearning%2Bby%2Bthe%2Bcase%2Bmethod.%2BCase%2BProgram%2BHarvard%2BKennedy%2BSchool%2Bof%2BGovernment.pdf) |

**Class 1 – September 2, 2021**

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| **Class 1** | **Introduction to Management and Leadership** | **Activity in class** |
| Reading: | Gabarro, J. J., & Kotter, J.P. (2005). Managing Your Boss. *Harvard Business Review, 83*(1). NYU library (http://proxy.library.nyu.edu/login?url[=h](http://search.ebscohos/)t[tp://search.ebscohos](http://search.ebscohos/) t.com/login.aspx? direct=true&db=nlebk&AN=675134&site=ehost-  live&ebv=EB&ppid=pp\_195). | Class 1 slides |
| Case: | Manzoni, J-F. & Barsoux, J-L. (1996) Lee Coker. INSEAD. Please come to class prepared to discuss:   1. What is the performance gap (the motivating problem) in the Lee Coker case? What caused it? 2. How did Ed and Lee’s assumptions and behaviors contribute to the performance gap? 3. What should Lee do next? 4. What should Ed have done and when should he have done it? | Case pictures will be posted |
| Videos: | Watch your classmates’ introductory videos.  Try to identify at least one person whom you might learn something from (e.g., industry experience); find at least one person who could learn from your experience.  You get participation credit if you meet up (in-person, online, or over the phone) with a classmate and talk about careers and post something you learned in “Career Chats” in the  Discussion section. | Shout outs during our super quick in- class introductions. |
| Optional: | Managing working parents during the pandemic. *Harvard Business Review,* IdeaCast: [https://hbr.org/podcast/2020/11/managing-working-parents-](https://hbr.org/podcast/2020/11/managing-working-parents-during-the-pandemic)  [during-the-pandemic](https://hbr.org/podcast/2020/11/managing-working-parents-during-the-pandemic) |  |

**Note:** If we run out of time and do not get to your comment or if you need more time to think through a response, please feel free to post to “Discussions” for that class. I read through them, and your participation there will count toward your overall participation grade.

## Learning Objective

**Today Lead and manage individuals, teams, and organizations**

1. Understand your strengths and weaknesses as a leader, manager, and employee
2. Examine your own behavior and beliefs about leadership and managerial behavior, and contrast, debate, and integrate these ideas with the theories and observations of others
3. Develop a self-improvement plan

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## Class 2 – September 9, 2021

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| **Class 2** | **Building high-performing teams** | **Activity in class** |
| Reading 1: | Leonard, D., & Straus, S. (1997). Putting your company's whole brain to work. *Harvard Business Review, 75*(4), 110-  122. NYU library. | Class 2 slides |
| Reading 2: | Phillips, K. W. (2014). How diversity works. *Scientific American, 311*(4), 42-47. [Brightspace PDF.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=%7BorgUnitId%7D&type=coursefile&fileId=Class%2B2%2FPhillips%2BK.%2BW.%2B_2014_.%2BHow%2Bdiversity%2Bworks.%2BScientific%2BAmerican%2B311_4_%2B42-47.pdf) | Team folders |
| Review: | Review your CliftonStrength results.  Sign up for OCS CliftonStrengths workshop. |  |
| Watch and take notes: | Watch this 12 minute [video about how to run an effective](https://www.youtube.com/watch?v=jtzXHre536M) [meeting](https://www.youtube.com/watch?v=jtzXHre536M) and think about how you would adapt this to your  organization: <https://www.youtube.com/watch?> [v=jtzXHre536M](https://www.youtube.com/watch?v=jtzXHre536M) |  |
| Simulation prep: | Before class, you will be assigned a role for the simulation. Please log in via Harvard Business Publishing (in the [Harvard](https://hbsp.harvard.edu/import/844585) [simulation course pack](https://hbsp.harvard.edu/import/844585)), review your information, conduct this [system](http://forio.com/hbp-support/%23check/simulations/ob)  [check](http://forio.com/hbp-support/%23check/simulations/ob) ([http://forio.com/hbp-support/#check/simulations/ob](http://forio.com/hbp-support/%23check/simulations/ob)).  Before the next class, please complete the Everest simulation. | [Everest intro](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=%7BorgUnitId%7D&type=coursefile&fileId=Class%2B2%2FEverest%2Bsimulation%2Bintroduction.pdf) |
| Optional reading: | Mortensen, M. & Hadley, C. N. (May 22, 2020) How to  prepare your virtual teams for the long haul. *Harvard Business Review,* 2-6. NYU library. |  |
| Optional launch documents: | Team Launch Document--we will use this in class.  Managing Virtual Teams Executive Brief. CEB HR Leadership Council.  O'Leary, M. (2017). High Performing Team Launch Checklist. | [Team folders](https://drive.google.com/drive/folders/1EDsCsy38DcbCQOa_ixW6jY0yJm5VULAF?usp=sharing) on Google Drive |

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| **Assignment** | **Post-Class 2 Work** |
| Team launch | Finish your team launch – when done, notify [ps156@nyu.edu](mailto:ps156@nyu.edu) and [sb6510@nyu.edu](mailto:sb6510@nyu.edu) so that we can review it in Google Docs. |
| Everest Simulation | Complete the Everest simulation (hold 2 hours for a meeting with your simulation team outside of class) by **Tuesday, September 14th at 9:00 pm.**  Individually - briefly report out on your Everest experience in the [Discussion](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=discuss&rcode=571f449ef47f4d37814a486d-13) [section](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=discuss&rcode=571f449ef47f4d37814a486d-13). |

**Learning Objective**

**Today Build teams effectively**

1. Learn when having teams is beneficial and when it is not
2. Thinking through who should be on the team and why
3. Identify the impact of different types of diversity on teams
4. Understand the components for launching an effective team

## Class 3 – September 16, 2021

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| **Class 3** | **Team processes and effectiveness** | **Activity in class** |
| Reading 1: | Detert, J.R. & Burris, E.R. (2016). Can your employees really speak freely? *Harvard Business Review, 94*(1), 80-87. NYU  library. | Class 3 slides |
| Reading 2: | Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997).  How management teams can have a good fight. *Harvard Business Review, 75*(4), 77-85. NYU library. | Everest debrief |
| Reading 3: | Roberto, M. A., (2002). Lessons from Everest: The interaction of cognitive bias, psychological safety, and system complexity. *California Management Review. 45*(1):136-158.  [NYU Brightspace PDF](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B3%2FRoberto%2BM.%2BA.%2B_2002_.%2BLessons%2Bfrom%2BEverest%2BThe%2Binteraction%2Bof%2Bcognitive%2Bbias%2Bpsychological%2Bsafety%2Band%2Bsystem%2Bcomplexity.%2BCal.pdf). |  |
| Optional reading: | Edmondson, A. C. & Daley, G. (Aug 25, 2020). How to Foster Psychological Safety in Virtual Meetings. *Harvard Business*  *Review.* NYU library. |  |

**Post-Class 3 Work**

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| **Memo** | **Assignment** |
| Reminder: | Start working on Memo 1 (Satera team) due **Tuesday, October 5th at 9:00 pm**. Review Thom Blaylock Team Papers presentation and sample memo from previous  years. |

**Learning Objective**

**Today Building and coaching teams; teamwork**

1. Manage team/group processes, relationships, and responsibilities
2. Understand how teams can make decisions more effectively
3. Use frameworks for evaluating team effectiveness
4. Understand the basics of teaming

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# Module 2: Interpersonal Dynamics

## Class 4 – September 23, 2021

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| **Class 4** | **Power** | **Activity in class** |
| Reading / Listening: | Long Lingo, E. & McGinn, K.L. (July-August 2020). A new prescription for power. *Harvard Business* Review, 98(4) 66-  75*.* (Google article for audio option.) NYU library. | Class 4 slides |
| Case: | McGinn, K. and Gendron, A. (2001). Reverend Jeffrey Brown: Cops, Kids, and Ministers. *Harvard Business School Case,* pp. 1-20. **In course pack.**  Please come to class prepared to discuss:   1. What are the root causes of the crisis? 2. Map out Rev Brown’s sources of power. 3. How did his power allow him to achieve success to date? How will his existing power sources help or hinder his achievement of his future objectives? 4. What influence tactics do they use? How do they use them? 5. Consider the power dynamics in the coalitional leadership structure. What are the costs and benefits to this approach,   given the objectives of the coalition? | Case discussion |
| Optional video: | Heimans, J. (2014). What new power looks like. TED: [https://www.ted.com/talks/jeremy\_heimans\_what\_new\_power](https://www.ted.com/talks/jeremy_heimans_what_new_power_looks_like?language=se)  [\_looks\_like?language=se](https://www.ted.com/talks/jeremy_heimans_what_new_power_looks_like?language=se) |  |

**Learning Objective**

**Today Using your power for good**

1. Identify and learn to use your sources of power
2. Map the power structure in your team, organization, and/or coalition
3. Learn about influence in written and verbal communication

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## Class 5 – September 30, 2021

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| **Class 5** | **Influence & Decision making** | **Activity in class** |
| Exercise: | Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Kellogg DRRC. Read the role information **in the course pack** and fill out the Kidney case survey on [Qualtrics](https://nyu.qualtrics.com/jfe/form/SV_b2iaFTH4yndX4GO) (<https://nyu.qualtrics.com/jfe/form/SV_b2iaFTH4yndX4GO>) by  **Tuesday, September 21st at 9:00 pm**. | Role play |
| Video: | Cialdini, R. B. The Science of  Persuasion: [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=kv0sOX6Alrk) [v=kv0sOX6Alrk](https://www.youtube.com/watch?v=kv0sOX6Alrk) Take notes about how you would convince the Transplant Review Board to give your candidate the kidney.  Review [influence slides](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B4%2FM_L_S2021_Satterstrom_Slides_Class%2B4_Influence%2Bonly.pdf)[.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B4%2FM%26L_S2021_Satterstrom_Slides_Class%2B4_Influence%2Bonly.pdf) |  |
| Reading 1: | Bazerman, M. H., Gino, F., & Shonk. K. (2016). Organizational  behavior reading: Decision making. *Harvard Business Publishing Education.* **In the course pack.** | Class 5 slides |
| Reading 2: | Dovidio, J. F., & Gaertner, S. L. (2005). Color blind or just plain blind. *The Nonprofit Quarterly, 12*(4). [**Available online**](https://nonprofitquarterly.org/2005/06/21/color-blind-or-just-plain-blind-the-pernicious-nature-of-contemporary-racism/): [https://nonprofitquarterly.org/2005/06/21/color-blind-or-just-plain-](https://nonprofitquarterly.org/2005/06/21/color-blind-or-just-plain-blind-the-pernicious-nature-of-contemporary-racism/)  [blind-the-pernicious-nature-of-contemporary-racism/](https://nonprofitquarterly.org/2005/06/21/color-blind-or-just-plain-blind-the-pernicious-nature-of-contemporary-racism/) |  |
| Optional Reading 1: | Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings,  K. C. (2018). Decision Making. Chapter 5 in *Managing human behavior in public and nonprofit organizations*. CQ Press. [**PDF**](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B5%2FChapter%2B5.%2BDecision%2BMaking%2Bin%2BManaging%2Bhuman%2Bbehavior%2Bin%2Bpublic%2Band%2Bnonprofit%2Borganizations.%2B5th%2Bed..pdf) |  |
| Optional Reading 2: | Zhang, T., Gino, F., & Bazerman, M. H. (2014). Morality  rebooted: Exploring simple fixes to our moral bugs. *Research in Organizational Behavior, 34*, 63-79. [**PDF**](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B5%2FZhang%2BT.%2BGino%2BF.%2B_%2BBazerman%2BM.%2BH.%2B_2014_.%2BMorality%2Brebooted%2BExploring%2Bsimple%2Bfixes%2Bto%2Bour%2Bmoral%2Bbugs.%2BResearch%2Bin%2BOrganizati.pdf) |  |
| Optional Exercise 1: | <https://implicit.harvard.edu/implicit/> |  |
| Optional Exercise 2: | <http://ncase.me/polygons/> |  |

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| **Memo** | **Assignment due October 5, 2021** |
| Team memo: | Amabile, T. M. & Schatzel, E. A. (2003). The Satera team at Imatron Systems, Inc. (A). Harvard Business School Case 9-803-141. **In course pack.** Due **October 5th at 9:00 pm.** Name your Word document: Memo1\_team number\_team name,\_your last names (e.g. Memo1\_Team1\_Stars\_Satterstrom, Lee, Gutierrez) |

**Learning Objective**

**Today How to make effective and moral decision**

1. Basics of systematic and unconscious biases
2. Improve your decision-making skills
3. Consider the role of ethics and how it is different from good intentions
4. Apply all of the above to demographic differences (e.g., race, gender, sexual orientation, nationality, religion, political orientation, etc.)

## Class 6 – October 7, 2021

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| **Class 6** | **Inclusion and Networks** | **Activity in class** |
| Reading 1: | Thomas-Brietfeld, S. (2017). How to think differently about diversity in nonprofit leadership: Get comfortable with discomfort. *Nonprofit Quarterly.* [**Available online**](https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/): [https://nonprofitquarterly.org/2017/04/10/think-differently-](https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/)  [diversity-nonprofit-leadership-get-comfortable-discomfort/](https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/) | Class 6 slides |
| Reading 2: | Creary, S. (2021). [Evidence-based tips, strategies, and takeaways](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B6%2FCrearyTipsandTakeaways042421%2B(1).pdf) |  |
| Case: | Hoffman, A. (2017). How Do We Get There? EDF Manages a New Diversity Plan. William Davidson Institute (WDI) at the  University of Michigan. **In course pack.** | Case discussion |
| Optional reading 1: | Nishii, L. H., Khattab, J., Shemla, M., & Paluch, R. M. (2018). A multi-level process model for understanding diversity practice effectiveness. *Academy of Management Annals, 12*(1), 37-82.  [NYU Brightspace PDF.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B6%2FNishii%2BL.%2BH.%2BKhattab%2BJ.%2BShemla%2BM.%2B_%2BPaluch%2BR.%2BM.%2B_2018_.%2BA%2Bmulti-level%2Bprocess%2Bmodel%2Bfor%2Bunderstanding%2Bdiversity%2Bpractice%2Bef.pdf) |  |
| Optional reading 2: | Chang, E.H., Milkman, K.L., Zarrow, L.J., Brabaw, K., Gromet, D.M., Rebele, R., Massey, C., Duckworth, A.L. and Grant, A., (July 9, 2019). Does Diversity Training Work the Way It’s  Supposed To?. *Harvard Business Review.* NYU library. |  |
| Optional reading 3: | Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. *Harvard Business Review, 94*(7-8), 52-60.  NYU library. |  |

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| **Assignment** | **Post-Class 6 Work** |
| Network assignment: | Read the "Building a developmental network" [guide](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B6%2FM_L_S2021_Satterstrom_Class%2B6_Building%2Ba%2Bdevelopmental%2Bnetwork%2Bexercise_guide.pdf) and use this [workbook](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B6%2FM_L_S2021_Satterstrom_Class%2B6_Building%2Ba%2BDevelopmental%2BNetwork%2BExercise_workbook.docx) to complete this exercise. On the last page of the guide and workbook are instructions for your 1-page “reflection and action” response. Please post this  in [Assignments](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=dropbox&rcode=571f449ef47f4d37814a486d-9) by **Tuesday, October 12 at 9:00 pm**. |
| Reminder: | Work on Memo 2 (Carolina for Kibera) available through the [NYU library](http://web.a.ebscohost.com.proxy.library.nyu.edu/ehost/ebookviewer/ebook/dDA5OHN3d19fMjMwNDM3NF9fQU41?sid=96733ed3-9f8e-476f-8c26-f1478e2ce7fb%40sessionmgr4006&vid=14&format=EB&rid=2) (note: you  cannot save or print the document, it’s a free digital version) due Tuesday, October 26th **at 9:00 pm**. |

**Learning Objective**

**Today How to apply best practices for inclusion**

* 1. Understand research on inclusion practices in organizations
  2. Frameworks for understanding and reducing bias in hiring
  3. How to build a developmental network

## Class 7 – October 14, 2021

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| **Class 7** | **Negotiation** | **Activity in class** |
| Exercise: | Thomas Kilman Conflict assessment. Complete before the start of class. PDF in [NYU Brightspace](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B7%2FThomas%2BKilman%2BConflict%2BMode.pdf) | Class 7 slides |
| Reading: | Bazerman, M. H., Gino, F., & Shonk. K. (2017). Organizational behavior reading: Negotiation. Harvard Business Publishing  Education. **In the course pack.** |  |
| Optional video: | Neale, M. (2013). Negotiation: Getting what you want. <https://www.youtube.com/watch?v=MXFpOWDAhvM> |  |
| Optional reading 1: | Castrillon, C. (2020). How to negotiate a job offer during COVID. Forbes: [https://www.forbes.com/sites/carolinecastrillon/2020/10/11/how-](https://www.forbes.com/sites/carolinecastrillon/2020/10/11/how-to-negotiate-a-job-offer-during-covid/?sh=2e0b28e64aa5)  [to-negotiate-a-job-offer-during-covid/?sh=2e0b28e64aa5](https://www.forbes.com/sites/carolinecastrillon/2020/10/11/how-to-negotiate-a-job-offer-during-covid/?sh=2e0b28e64aa5) |  |
| Optional reading 2: | Malhotra, D., & Bazerman, M. H. (2008). Confronting lies and deception. *Negotiation genius: How to overcome obstacles and achieve brilliant results at the bargaining table and beyond*  *(*pp.196-218). Bantam. [NYU Brightspace PDF.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B7%2FMALHOT_1.pdf) |  |
| Optional reading 3: | Hernandez, M., Avery, D. R., Volpone, S. D., & Kaiser, C. R. (2018). Bargaining while Black: The role of race in salary negotiations. *Journal of Applied Psychology, 104*(4), 581-592.  [NYU Brighspace PDF.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B7%2FHernandez%2BM.%2BAvery%2BD.%2BR.%2BVolpone%2BS.%2BD.%2B_%2BKaiser%2BC.%2BR.%2B_2018_.%2BBargaining%2Bwhile%2BBlack%2BThe%2Brole%2Bof%2Brace%2Bin%2Bsalary%2Bnegotiations.pdf) |  |
| Optional reading 4: | Bowles, H. R., Thomason, B. J., & Bear, J. B. (2019). Reconceptualizing What and How Women Negotiate for Career Advancement. *Academy of Management Journal,*  <https://doi.org/10.5465/amj.2017.1497>. NYU Brightspace PDF. |  |

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| **Work** | **Post-Class 7** |
| Reminder: | Work on Memo 2 (Carolina for Kibera) available through NYU's HBS case study collection (note: you cannot save or print the document, it’s a free digital version) due  **Tuesday, October 26th at 9:00 pm.** |

**Learning Objective**

**Today How to create value**

1. Understand the basics of negotiation
2. Learn how to create value for yourself and others
3. Gain comfort and confidence in approaching and engaging in a negotiation

## Class 8 – October 21, 2021

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| **Class 8** | **Motivation** | **Activity in class** |
| Reading 1: | Black, J. S. & Bright, D. S. (2019). Motivation. In *Organizational Behavior,* [chapter 7](https://openstax.org/books/organizational-behavior/pages/7-introduction) (7.1 – 7.4): [https://openstax.org/books/organizational-behavior/pages/7-](https://openstax.org/books/organizational-behavior/pages/7-introduction)  [introduction](https://openstax.org/books/organizational-behavior/pages/7-introduction) | Class 8 slides |
| Reading 2: | Pfeffer, J. (2005). Putting People First: How Nonprofits that Value their Employees Reap the Benefits in Service Quality, Morale, and Funding. Stanford Social Innovation Review, 3(1),  27-33. [NYU Brightspace PDF.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B8%2FPfeffer%2B_2005_%2BPutting%2BPeople%2BFirst.pdf) |  |
| Case: | Dutton, J. (2009). Job Crafting at Burt’s Bees. Center for Positive Organizations. **In course pack.**  Please come to class prepared to discuss:   1. Why do employees job craft? 2. How would you summarize the way each person crafted his or her job? What does this tell you about the options that people have in crafting their jobs? 3. In what ways is job crafting beneficial for the four employees described in the case? 4. In general, what are the potential benefits and costs of job crafting? | Case discussion and [job crafting](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B8%2FM_L%2BJob%2BCrafting%2BWorkbook.pptx) [exercise](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B8%2FM_L%2BJob%2BCrafting%2BWorkbook.pptx) |
| Optional reading: | Cherry, K. The psychology of flow. <https://www.verywellmind.com/what-is-flow-2794768> |  |

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| **Assignments** | **Post-Class 8 Work** |
| MEMO 2  due: | Work on Memo 2 (Carolina for Kibera) available through NYU's HBS case study collection (note: you cannot save or print the document, it’s a free digital version)  due **Tuesday, October 26th at 9:00 pm.** Submit in [Assignments.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=dropbox&rcode=571f449ef47f4d37814a486d-10) |
| Job crafting | Finish your job crafting exercise and post a short reflection on your take-away from this exercise in [Discussion](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=discuss&rcode=571f449ef47f4d37814a486d-19) before the next class on **October 28th.** |

**Learning Objective**

**Today Motivation**

1. Recognizing individual and contextual differences in motivation
2. Learning to approach motivation holistically
3. Better understand the types and effects of individual and team goals

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# Module 3: Designing and Aligning Organizations

## Class 9 – October 28, 2021

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| **Class 9** | **Strategy** | **Activity in class** |
| Reading 1: | Phills, J. A. (2005). Introduction: The Role of Mission and Strategy in Enhancing the Performance of Nonprofit Organizations, & Mission: The Psychological and Emotional Logic. In Integrating Mission and Strategy for Nonprofit Organizations, pp. 3-47. New York, NY: Oxford University Press. [**NYU library**](http://bobcat.library.nyu.edu/primo-explore/fulldisplay?docid=nyu_aleph003177924&context=L&vid=NYU&search_scope=all&tab=all&lang=en_US)**: (**<http://bobcat.library.nyu.edu/primo-> explore/fulldisplay? docid=nyu\_aleph003177924&context=L&vid=NYU&search\_sco  pe=all&tab=all&lang=en\_US) | Class 9 slides |
| Case: | Nelson, B.J. & Hummer, A. (2004). Mission expansion: The origins of the YWCA’s anti-racism campaign. In Nelson, B. Leadership and Diversity: A Case Book. UCLA. [NYU](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B9%2FMission%2BExpansion%2BYWCA_s%2BAnti-Racism%2BCampaign.pdf) [Brightspace PDF.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B9%2FMission%2BExpansion%2BYWCA_s%2BAnti-Racism%2BCampaign.pdf)  Please come to class prepared to discuss:   1. By 1970, in what ways was the YWCA and its work aligned and misaligned with its mission? 2. What were the goals behind the One Imperative? Explain the strategy used by members of the Conference of Black Women to reach these goals. How did the structure of the YWCA help and hurt this effort? 3. What advice would you give Helen Claytor, the national YWCA President, and Edith Lerrigo, the Executive Director, about how to implement the One Imperative in a federated   organization with a good deal of local autonomy? | Case discussion |
| Optional reading: | Business Wire (2011). When Fair Goes Foul: MIT Sloan Researcher Finds That Efforts to Promote Workplace Meritocracy Can Have the Opposite Effect. [**Available online**](http://www.businesswire.com/news/home/20110502006774/en/Fair-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77): [http://www.businesswire.com/news/home/20110502006774/en/F](http://www.businesswire.com/news/home/20110502006774/en/Fair-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77)  [air-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77](http://www.businesswire.com/news/home/20110502006774/en/Fair-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77) |  |

**Today Strategy & structure**

1. Analyze and understand the role of mission, vision, values, and goals
2. Learn the key features of an organization’s strategy
3. Understand how strategies need to be monitored and adapted

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| **Assignment** | **Post-Class 9 Work** |
| Reminder: | Work on your gap and root causes paragraph due **Tuesday, November 9th at 9:00 pm.** |

## Learning Objective

**Class 10 – November 4, 2021**

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| **Class 10** | **Alignment & Structure** | **Activity in class** |
| Reading 1: | The congruence model: A roadmap for understanding organizational performance. Mercer Delta. [NYU Brightspace](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B10%2FCongruence_Model%2Bsummary.pdf) [PDF.](https://brightspace.nyu.edu/d2l/common/dialogs/quickLink/quickLink.d2l?ou=62688&type=coursefile&fileId=Class%2B10%2FCongruence_Model%2Bsummary.pdf) | Class 10 slides |
| Reading 2: | Bright, D. S. & Cortes, A. H. (2019). External and internal organizational environments and corporate culture. In *Principles of Management* chapter 4 (4.1 – 4.4): [https://openstax.org/books/principles-management/pages/4-3-](https://openstax.org/books/principles-management/pages/4-3-organizational-designs-and-structures) [organizational-designs-and-structures](https://openstax.org/books/principles-management/pages/4-3-organizational-designs-and-structures) |  |
| Case: | Galunic, C. & Tierney, W. D. (2015). Wildfire entertainment: Organizational Structure Archetypes. INSEAD. **In the coursepack.**  Please come to class prepared to discuss:   1. Describe the context Wildfire faced in the early days of its development. 2. What are the pros and cons of the three main organizational archetypes that Wildfire used: functional, matrix/hybrid, and divisional? | Case discussion |

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| **Assignment** | **Post-Class 10 Work** |
| Reminder: | Please submit your 1-paragraph write-up in Assignments by **Tuesday, November 9th at 9:00 pm.**   * Succinctly state the gap that you will address. Explain why you know it is a gap. Explain why this is the most important gap to address. * State the root causes and explain why you think they are the root causes. |
| Start working | Please follow the instructions for the Reflected Best Selves exercise due **December 9th.** Start contacting people who know you well so that you collect their stories of you over the next few weeks and have time to analyze and write your self-portrait and  reflection. |

**Learning Objective**

**Today Problem solving & Strategy**

1. Identify, analyze, and on underlying issues
2. Analyze and assess environmental context
3. Understand and work within formal and informal structures
4. Make tradeoffs about organizational designs

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## Class 11 – November 11, 2021

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| **Class 11** | **Organizational culture** | **Activity in class** |
| Reading 1: | Schein E. H. (2010). Organizational culture and leadership defined (pp1-5). The three levels of culture (Ch2, pp. 23-33). *Organizational culture and leadership: A Dynamic View. 4th* Ed. San Francisco: Jossey-Bass Inc. NYU Brightspace PDF. | Class 11 slides |
| Reading 2: | Barsade, S., & O’Neill, O. A. (2016). Manage your emotional culture. *Harvard Business Review*, *94*(1), 58-66. NYU library. |  |
| Reflection: | Please come to class prepared to discuss:   1. Reflect on your organization’s culture. 2. What are the artifacts, values, and assumptions that define your organization’s culture? 3. How would you describe the emotional culture of your organization? |  |
| Optional reading: | Thomas, D. A., & Ely, R. J. (1996). Making differences matter. *Harvard Business Review, 74*(5), 79-90. NYU library. |  |

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| **Assignment** | **Post-Class 11 Work** |
| Reminder: | Prepare for your Thursday, November 18th presentation. |
| Final Review: | Start studying for the final exam and bring questions for us to cover in class. |

**Learning Objective**

**Today Problem solving & Strategy**

1. Identify, analyze, and use organizational culture
2. Understand the impact of organizational culture on an organization’s ability to benefit from diversity

## Class 12 – November 18, 2021

**Group presentations + Final exam review**

**Congruence model presentation.** Each team will have 4 minutes to present their congruence model case followed by 4 minutes of Q&A. You are presenting to your target (i.e., the person in the organization you are writing to). You will be graded on: 1) Content—does the gap, root cause(s), congruence model, and action plan make sense? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness—Are you convincing and memorable?

**Audience.** As an audience member, you will be given a sheet to fill out for each presentation. You are expected to listen carefully, ask clarifying questions after the presentation, and provide specific, useful, and reasonable advice to the presenter. Think about the advice you would want to receive and think about what would be of most value to the presenter.

MEMO 3: Congruence Model Analysis Part 2 is due **Tuesday, December 7th at 9:00 pm**

**Final exam review:** Please bring questions, including sample questions, for us to discuss and work through in class.

## Class 13 – December 2, 2021

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| **Class 13** | **Approaches to leading change** | **Activity in class** |
| Reading 1: | Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. Harvard Business Review, January, pp. 96-103. NYU library. | Class 13 slides |
| Reading 2: | Ganz, Marshall. 2010. Leading Change. In Nohria & Khurana (ed.) *Handbook of Leadership Theory and Practice*. Harvard Business Press. (Skim for content). N NYU Brightspace PDF. | In-class exercise |
| Watch and take notes: | Watch this 7 minute [video about story boarding](https://www.youtube.com/watch?v=eSGkeXsaXSY): (<https://www.youtube.com/watch?v=eSGkeXsaXSY>) |  |
| Optional reading: | Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings,  K. C. (2018). Organizational Change. Chapter 12 in *Managing human behavior in public and nonprofit organizations*. CQ Press. NYU Brightspace PDF.. |  |
| Optional video: | Watch this [public speaking for quiet people video](https://www.youtube.com/watch?v=Egq6IPUMgh4): (<https://www.youtube.com/watch?v=Egq6IPUMgh4>) |  |

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| **Assignment** | **Team memo due** |
| Final memo: | Please submit in Assignments by **Tuesday, December 7 at 9:00 pm** |

**Learning Objective**

**Today Creating change within or across organizations, communities, policy areas**

1. Understand the basic elements of using your story to create change
2. Understanding how to convey information convincingly and succinctly
3. Learning to read and respond to the external environment, especially to customers.
4. Understanding the individual, team, organizational, and leadership components of leading change.

# Module 4: Leading Change

## Class 14 – December 9, 2021

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| **Class 14** | **Leadership** | **Activity in class** |
| Reading 1: | Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2013). Leadership in public service (excerpt). NYU Brighspace PDF. | Class 13 slides |
| Reading 2: | Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. *Harvard Business Review*, *83*(1), 74-80. NYU library |  |
| Exercise 1: | Reflected Best Self exercise write up – post in Assignments before the start of class | Discussion |
| Review: | Review and reflect on your CliftonStrengths |  |
| Optional reading: | Lee Cunningham, J., Gino, F., Cable, D., & Staats, B. (2020). Seeing oneself as a valued contributor: social worth affirmation improves team information sharing. *Academy of Management Journal*, NYU Classes PDF. This article is summarized in this [video](https://www.youtube.com/watch?app=desktop&v=jcu_MU7UieQ&feature=youtu.be): [https://www.youtube.com/watch?](https://www.youtube.com/watch?app=desktop&v=jcu_MU7UieQ&feature=youtu.be)  [app=desktop&v=jcu\_MU7UieQ&feature=youtu.be](https://www.youtube.com/watch?app=desktop&v=jcu_MU7UieQ&feature=youtu.be). |  |

**Learning Objective**

**Today Leadership**

1. Building self-awareness
2. Building tools to increase performance during crisis
3. Practicing creating and communicating a personal leadership vision
4. Understanding principles of leadership, particularly in the public and non-profit sectors

# Final Exam

## Final exam will be emailed on Thursday, December 9, and will be due on 17 at 11:55 pm.

**Additional Optional Readings**

**Management & Leadership**

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