

CORE-GP 1020

Management and Leadership Fall 2021

# Instructor Information

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# Class Information

Section 002

* Time: Wednesday, 6:45 PM - 8:25 PM
* Location:19 West 4th Street, Room:102
* Course Assistant: XXX
* Course Assistant office hours: XXX

# 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 only have an impact by leading and managing planning and organizational processes. In this course, you will enhance the technical, interpersonal, conceptual, and political skills needed to manage effective and efficient organizations and teams 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 (whether in the public or private sector) can meet and exceed their performance objectives. As part of that process, you’ll encounter a variety of practical and essential topics and tools, including mission, strategy, goals, structure, teams, diversity and inclusion, motivation, and negotiation.

# Course and Learning Objectives

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
4. Leading change

The readings will introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies, exercises, and in-class discussions go one step further and provide opportunities to apply those theories, concepts, and research findings to particular situations to hone your managerial and leadership skills, as well as your ability to identify managerial and leadership styles in others.

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 are as follows:

1. Analytical thinking and its supporting skillset:
	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:
	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:
	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

# Required Readings and Materials

* The majority of required readings are available on the course website at NYU Brightspace for download (or in print from the NYU library).
* Six case studies will have to be purchased directly from Harvard Business Review. (Link to our coursepack). The Mount Everest and Organizational Structure Simulations also have to be purchased at the same site.
* Additional Harvard Business Review readings can be obtained for free through NYU Library. To find Harvard Business Review articles:
	+ Go to https://library.nyu.edu
	+ In the "Books & More" tab, search for "Harvard Business Review."
	+ Click the second result in BobCat (the one with a hyperlink, “Online Access”).
	+ Click "EBSCOhost Business Source Complete: Available from 1922."
	+ Click "Search within this publication."
	+ Delete “JN ‘Harvard Business Review’” in the search box and enter the article title you desire (change the search box to search the "Title" of documents).
* One assessment that you must purchase and complete prior to the second session.

# Assessment and Grading

### Individual Assessment (65%)

* *Contribution to discussion and learning (25%)*

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 assumptions of others. A class like this requires careful attention to fairness and mutual respect for the professor, the course assistant and one another. That respect includes showing up to class on time and prepared to be fully present and ready to engage in classroom discussions and activities. If you miss a class, you are expected to take full responsibility for the material that was covered during your absence.

If we run out of time and do not get to your comment, or if you need more time to think through a response, we encourage you to contribute to the Brightspace discussion board for that class. Your participation there will count toward your overall participation grade.

We will 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) calculating attendance, 3) tracking your engagement in in-class exercises and simulations.

* *Case Study Memos (20%)*

You will be reading and analyzing several case studies during the semester. You will write two individual memos and two group memos on these case studies. 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 memos, please follow this format:

* + Address a specific person.
	+ Open with a one-paragraph summary labeled Executive Summary. What is the context, key issue, and your recommendation?
	+ Explain your diagnosis. Why is the organization facing these issues? Identify the root causes.
	+ Provide specific recommendations that are realistic and take the individuals, context, timing, and other variables in the case into account.
	+ Next steps. How should your recommendations be implemented? What are the priorities, timeline, and required resources?
	+ 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.

You will be required to post memos on NYU Brightspace under Assignments, by 12pm on the day of class. During the in-class case discussion, you can be called on to share your analysis.

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

* + - 30 points are allocated for the analysis of the problems 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.
* *Final exam (20%)*

The final exam will cover topics from the readings, course discussions, and your team work. If you do all the readings, engage in class discussions, and reflect on the material we covered, you will be prepared. The final exam will be take-home and will be posted on December XX. The final exam is due on December XX.

### Team Assessment (35%)

Much of the work around management and leadership requires you to be able to understand and identify ways of working and leading others. To support you in honing that skill, you will be assigned to a team that you will work with throughout the semester. You will have many opportunities to discuss and debate issues, including those raised in the assigned cases, readings, and exercises. Note that at any time you, individually and collectively, may be called to contribute to classroom discussions.

* *Two analytic memos (15%)*

The team memos follow the same rationale, requirements, and format of the individual memos. Please include a cover page with the names of everyone who contributed to the memo and the role they played in the memo. Everyone whose name does appear on the

assignment will receive the same grade. Only one memo submission per group is necessary.

* *Congruence model memo and presentation (15%)*

You will choose either an issue identified by a teammate or an issue from a case study. Using the congruence model, you will thoroughly analyze the issue and provide recommendations to leaders within the organization. Select either a performance gap or an opportunity gap that one team member 1) observed or experienced, and has enough information to conduct a root cause analysis, 2) is interesting and motivating for the team to tackle, and 3) is measurable. The organization/people can be anonymized.

Your team will submit a 1-2 paragraph proposal by the class of 11/17. State the gap that you will address, explain why you know it is a gap, and offer a hypothesis of the root causes. We will give you feedback on your proposal which you can incorporate into your final presentation and memo.

On Week 13, all teams will deliver a short presentation of their congruence model analysis. Plan for each member to present. 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 your arguments convincing?

After the presentations your team will submit a congruence model memo. We will use the same format and grading point allocation that we used for the previous team memos.

* *5% Team Launch and Team Reflection*

# Late Submission Policy for Assignments

Extensions on assignments will be granted only in case of emergency or special circumstances by prior arrangement. This policy is adopted out of respect to those who abide by deadlines despite equally demanding (and unpredictable) schedules. In the case that an extension is granted, confirmation of the extension will be provided along with a modified due date and time. Late submissions without extensions will be penalized 20% per 24-hour period.

# Letter Grades

Letter grades for the entire course will be assigned as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| **Letter** | **Course** | **GPA** | **Criteria** |

|  |  |  |  |
| --- | --- | --- | --- |
|  **Grade** |  **Points** | **Points** |  |
| **A** | > 93.0 | 4.0 | **Excellent:** Exceptional work that is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well- written. Work is of exceptional, professional quality. |
| **A-** | > 90.0 | 3.7 | **Very Good:** Strong work shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards. |
| **B+** | > 87.0 | 3.3 | **Good:** Sound work; well-reasoned and thorough, methodologically sound. Student has fully accomplished the basic objectives of the course. |
| **B** | > 83.0 | 3.0 | **Adequate:** Competent work even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete.Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations. |
| **B-** | > 80.0 | 2.7 | **Borderline:** Weak work; meets the minimal expectations. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. |
| **C+** | > 77.0 | 2.3 | **Deficient:** Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and |

|  |  |  |  |
| --- | --- | --- | --- |
| **C** | > 73.0 | 2.0 | misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **C-** | > 70.0 | 1.7 | **Deficient:** Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence. |
| **F** | < 70.0 | 0.0 | **Fail:** Work fails to meet even minimal. Performance is consistently weak in methodology and understanding, with serious limits in many areas.Weaknesses or limits are pervasive. |

# NYU Brightspace

All announcements and resources will be delivered through NYU Brightspace. We 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. It is therefore important that you actively use your NYU email account or have appropriate forwarding set up on NYU Home (home.nyu.edu/).

# Statement of 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 us. 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 us.

# 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 and click the “Get Started” button. You can also call or email CSD (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 us in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

# Wagner Writing Center

The Wagner Writing Center provides invaluable support including tutors to help students with their writing skills. Please check out the full range of services available to strengthen this critical communication skill.

# NYU’s Wellness Exchange

NYU’s Wellness Exchange has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

# Class Policies

*Safe Space Policy*

Please note that people come to this class with different kinds of academic expertise, different life experiences, and different customs (both individual and cultural). These differences can, and hopefully will, contribute positively to the substance and quality of class discussion. However, because these differences are at times related to social inequalities, they can also be a source of misunderstanding and frustration. It is thus important to keep in mind that active, respectful class participation is as much about listening to and engaging the ideas of others as it is about speaking one's own mind. It also means that debate is encouraged, but only when civil and open-minded in tone.

*Electronic Devices*

We allow laptops under the assumption that you are using them to take notes and review the readings we’re discussing. Please note that phones are not allowed during class. If you need to have your phone out during class for any reason, please let us know at the start of class.

# Overview of the Semester

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| --- | --- | --- |
| **Week** | **Topic** | **Date** |
| **1** | Introduction: Management and Leadership | 9/8 |

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| --- | --- | --- |
| **2** | Your Leadership Approach | 9/15 |
| **3** | Motivation | 9/22 |
| **4** | Teams: Everest Simulation | 9/29 |
| **5** | Teams, Continued | 10/6 |
| **6** | Decision Making | 10/13 |
| **7** | Power, Influence, and Politics | 10/20 |
| **8** | Inclusion and Diversity | 10/27 |
| **9** | Negotiating | 11/3 |
| **10** | Assessing Organizations | 11/10 |
| **11** | Strategy, Structure and Design | 11/17 |
| **12** | Organizational Culture | 11/24 |
| **13** | Team Presentations | 12/1 |
| **14** | Leading Change | 12/8 |

Detailed Course Overview

## Week 1. Course Introduction: What is Leadership? (September 8)

### Objectives:

* Course introductions and expectations
* Understand principles of leadership, particularly in the public and non-profit sectors
* Begin exploring the role of the planner

### Readings and other materials:

* Denhardt, Chapter 7 (Leadership in public organizations)
* Marlette Jackson and Paria Rajai. “Does Your Definition of Leadership Exclude Women of Color?” HBR.
* Hoch, Charles. “Chapter 1: Planning and Professional Authority in a Liberal Society,” in What Do Planners Do: Politics, Power and Persuasion.Gomez-Ibañez, J. A. (1986).
* Learning by the case method. Case Program, Harvard Kennedy School of Government.
* Video: Lollipop Leadership Video

### Assignment due:

* Write a one-page double-spaced write-up to your fellow classmates telling your story in a paragraph, including your professional and personal interests and your reasons for attending Wagner. In a second paragraph, articulate your strengths and areas of development as a leader and a team member, and the conditions under which you work best. You can also post a picture of yourself! Post this on NYU Brightspace before noon of our first day of class.

## Week 2. Your Leadership Approach (September 15)

### Objectives:

* Understand your strengths and weaknesses as a leader, manager and individual contributor
* Begin evaluating ways in which your identity and lived experiences (among other facets) directly and indirectly influences your perspective and approaches in planning for (and even defining) the “public good”

### Readings and other materials:

* Denhardt Chapter 2 “Knowing and Managing Yourself”
* Idealist, Chapter 1
* Article: The Anatomy and Soul of a Place (Mitch Silver)
* Strengths-Based Leadership Video
* Recommended: Howell S. Baum. “Analysts and Planners Must Think Organizationally.” Policy Analysis, vol. 6, no. 4, 1980, p. 479.

### Assignment due:

* Submit your Clifton Strengths assessment by noon the day of class

## Week 3. Motivation (September 22)

### Objectives:

* Recognize individual and contextual differences in motivation
* Learn to approach motivation holistically
* Understand the types and effects of individual and team goals

### Readings and materials:

* Motivating People
* Idealist, Chapter 4
* 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.
* Case study: Job Crafting in Burt’s Bees

### Assignments:

* First Individual Case study memo due on or before 12pm.

## Week 4. Teams

### Objectives:

* Manage team/group processes, relationships, and responsibilities
* Identify the impact of different types of diversity on teams
* Understand the components for launching an effective team

### Readings and materials:

* Bernstein chapter on teams, pp. 1-30
* Detert, J.R. & Burris, E.R. (2016). Can your employees really speak freely? Harvard Business Review, 94(1), 80-87. NYU library.
* 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.

### Assignments:

* Submit Team Launch Document
* Bring a personal laptop to class to Climb Mount Everest

## Week 5. Teams, Continued

### Objectives:

* Understand how teams can make decisions more effectively
* Use frameworks for evaluating team effectiveness
* Understand the basics of teaming

### Readings and materials:

* Roberto: Lessons from Mount Everest: The Interaction of Cognitive Bias, Psychological Safety, and System Complexity
* Idealist, Chapter 10 - *Navigating Managers, Organizations, and Teams*
* Recommended: The future of team leadership is multimodal
* Recommended: Video: How to turn a group of strangers into a team

### Assignments:

* Everest Team reflection due

## Week 6. Decision Making

### Objectives:

* Consider the role of ethics and how it is different from good intentions
* Evaluate how to read and respond to external environments
* Consider the problem of competing interests, values, and stakeholders

### Readings and materials:

* Garvin and Roberto, “What you don’t know about making decisions”
* Idealist, Chapter 3
* 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.
* Video: The Science of Persuasion
* BLM case study
* Recommended: Peter Marcuse (1976) Professional Ethics and Beyond: Values in Planning, Journal of the American Institute of Planners, 42:3, 264-274.

### Assignments:

* Complete and submit worksheet for kidney allocation exercise by 12 pm

## Week 7. Power, Influence, and Politics

### Objectives:

* Identify and learn to use your sources of power
* Map the power structure in your team, organization, and/or coalition
* Evaluate the ways in which planners interface with ‘power’ as professionals as well as in working towards planning outcomes
* Evaluate the ways in which information and power intersect in planning

### Readings and materials:

* Nye, Joseph S. “Power and Leadership” in Khurana, Rakesh, and Nitin Nohria. Handbook of Leadership Theory and Practice. Harvard Business Review Press, 2010.
* John Forester (1982)” Planning in the Face of Power,” Journal of the American Planning Association, 48:1, 67-80
* 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.
* Case study: McGinn, K. and Gendron, A. (2001). Reverend Jeffrey Brown: Cops, Kids, and Ministers. Harvard Business School Case, pp. 1-20.
* Recommended: Sandercock, Leonie. “When strangers become neighbours.”

### Assignments:

* First Team Case Study memo due on or before 12pm.

## Week 8. Inclusion, Diversity

### Objectives:

* Understand research on inclusion practices in organizations
* Frameworks for understanding and reducing bias in hiring
* Discuss what it means to serve communities that are diverse

### Readings and materials:

* Phillips, K. W. (2014). How diversity works. Scientific American, 311(4), 42-47.
* Thomas-Brietfeld, S. (2017). How to think differently about diversity in nonprofit leadership: Get comfortable with discomfort. Nonprofit Quarterly. https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership- get-comfortable-discomfort/
* Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. Harvard Business Review, 94(7-8), 52-60.
* Case study: Fostering success? An equity initiative goes sideways. Cases A & B.
* Podcast: Engaging white men and middle managers in DEIB strategies

**Assignments:**

## Week 9. Negotiating

### Guest Speaker:

* XXXX

### Objectives:

* Learn how to create value for yourself and others
* Consider challenges and opportunities in planning across disparate settings, ethnicities, cultures, etc.
* Evaluate mediation strategies and participatory planning approaches

### Readings and materials:

* Neale, M. (2004). Are You Giving Away the Store? Strategies for Savvy Negotiation. Stanford Social Innovation Review, 2(3), 33-39. NYU library – similar search to Harvard Business Review
* Forester, John. “Planning in the Face of Conflict: Negotiation and Mediation Strategies in Local Land Use Regulation.” Journal of the American Planning Association, vol. 53, July 1987, pp. 303–314.
* 2017: Participatory Planning negotiation in East Harlem video (3 min): https://[www.facebook.com/CVHaction/videos/10153402834736359/](http://www.facebook.com/CVHaction/videos/10153402834736359/)
* Next City Article: https://nextcity.org/features/view/east-harlem-neighborhood-plan- upzoning-affordable-housing
* Recommended Article: Confronting Lies and Deception.

### Assignments:

* Come prepared to discuss the Participatory Planning negotiation in East Harlem case.

## Week 10. Assessing Organizations

### Objectives:

* Understand the difference between managing and measuring performance and why that matters
* Learn how to diagnose organizational problems and their root causes

### Readings and materials:

* Tushman: The Congruence Model
* Behn, R. D. (2003). Why Measure Performance? Different Purposes Require Different Measures. Public Administration Review, 63, pp. 586-606.
* Case study: Grossman, A. & Curran, D. F. (2004). Harlem Children’s Zone: Driving performance with measurement and evaluation. Harvard Business School Case 9-303- 109.

### Assignments:

* Second Individual Case Study memo due on or before 12pm.

## Week 11. Strategy, Structure and Design

### Objectives:

* Analyze and understand the role of mission, vision, values, and goals
* Explore the key features of an organization’s strategy
* Understand and work within formal and informal structures

### Readings and materials:

* Bright, D. S. & Cortes, A. H. (2019). Organizational Designs and Structures. In Principles of Management chapter 4 (4.3):

https://openstax.org/books/principles-management/pages/4-3-organizational-designs- and-structures

* Phills, J. A. (2005). “Introduction: The Role of Mission and Strategy in Enhancing the Performance of Nonprofit Organizations” in Integrating Mission and Strategy for Nonprofit Organizations
* In-class structure simulation

### Assignments:

* Group presentation proposal due on or before 12pm.

## Week 12. Organizational Culture

### Objectives:

* Analyze and assess environmental context
* Consider the role of organizational culture in urban planning approaches

### Readings and materials:

* 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.
* Idealist, Chapter 5
* Barsade, S., & O’Neill, O. A. (2016). Manage your emotional culture. Harvard Business Review, 94(1), 58-66. NYU library.
* Case study: Edmondson, Amy C., et al. “Designing a Culture of Collaboration at Lake Nona Medical City.” Harvard Business School Cases, Oct. 2012.

### Assignments:

* Team memo due on or before 12pm

## Week 13. Group Presentations

**Assignment:** Submit your team Congruence Model memo 48 hours after class.

## Week 14. Leading Change

### Objectives:

* Understand the individual, team, organizational, and leadership components of leading change
* Assess the strengths and weaknesses of top-down and bottom-up management model and what implications they have for implementing effective change
* Understand your own role in, and approach to, creating change

### Readings and materials:

* Ganz, Marshall. 2010. Leading Change. In Nohria & Khurana (ed.) Handbook of Leadership Theory and Practice. Harvard Business Press
* Idealist, Chapter 7
* Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. Harvard Business Review, January, pp. 96-103. NYU library.
* One article from Adrienne Brown
* Recommended: Muayyad, Jabri. “Chapter 3: Understanding the Role of the Change Agent” in Managing Organizational Change: Process, Social Construction and Dialogue (2017).

### Assignment / in-class exercise:

* Mapping our role in social change worksheet: https://buildingmovement.org/wp- content/uploads/2020/06/Final-Mapping-Ecosystem-Guide-CC-BY-NC-SA-4.0- Handles.pdf

Final exam will be posted on XX at noon and is due on XX.