

CAPSTONE: ADVANCED PROJECTS

IN INTERNATIONAL POLICY & MANAGEMENT (Section 002)

 Fall 2022 & Spring 2023

##

## **Instructor information**

Instructor: Anna Levy

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**Course information**

Class meeting times: Monday, 6:45-8:25pm

Location: [Tisch Hall, Room LC6](https://www.google.com/maps/place/Tisch%2BHall%2B%28TISC%29/%4040.7288214%2C-73.9984731%2C17z/data%3D%213m1%214b1%214m5%213m4%211s0x89c2599069c86f5f%3A0xaa8528903ce6432d%218m2%213d40.7288174%214d-73.9962844). Occasionally classes will also meet online (Please use the above Zoom link or om link in Brightspace.) Authentication will be required.

Office hours: Thursdays, 5-6 pm or by appointment via Zoom

Class & Office Hours Zoom meeting ID:

<https://nyu.zoom.us/j/95618631728>

Meeting ID: 956 1863 1728

Capstone Class Drive: https://drive.google.com/drive/u/3/folders/1i6ZNmGJEPrXnuKlXnP1sBl4AC6srGODF

**Course Description**

Capstone is learning in action. Part of Wagner’s core curriculum, it provides students with both a critical learning experience and an opportunity to perform a public service. Over the course of an academic year, students work in teams to address challenges, solve problems and identify opportunities for a client organization. Students will design the approach, conduct the data collection and analysis, and present findings, both orally and in writing, to the client.

In architecture, the capstone is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. Wagner’s Capstone program plays a similar role, by building on students’ previous coursework and expertise, while also enhancing student learning on policy and management issues, key process skills and research skills. Capstone requires students to interweave their learning in all these areas, and to do so in real time, in an unpredictable, complex, real world environment.

Although divided into teams, the class will work as a learning community dedicated to the success of all the projects.

**Course and Learning Objectives**

Capstone integrates and enhances learning in several domains: a specific content or issue area; process skills, including project, client and team management; and research methods for gathering, analyzing and reporting data. The specific learning objectives are these:

**A. CONTENT**

Students will:

* learn the policy, institutional and infrastructure context for their project;
* become familiar with any specialized vocabularies of the organizations and domains of their project;
* draw on critical research related to their content area;
* connect their project with previous coursework in their broader program and specialization.

**B. PROCESS**

Overall, students build capacity for flexibility and resilience, which is shown by adapting to changing and complex circumstances, balancing competing demands, accepting uncertainty and lack of clarity, and knowing when to consult with their Capstone instructor. Process learning objectives fall into the following three domains:

### **Project Management**

Students will:

* Assess the client organization and its environment;
* Frame and refine the problem presented by the client;
* Develop a contract with the client that defines the specifics of the project, including scope, timeline and deliverables;
* Develop an internal project work plan with specific task assignments, timelines and deliverables;
* Monitor the team’s progress and compliance with the team charter, client contract and team work plan;
* Revise the contract and work plan as necessary;
* Develop well-supported and realistic recommendations for the client organization.

### **Client Management**

Students will:

* Negotiate a contract that includes timelines and deliverables as well as communication protocols;
* Develop and sustain a relationship with the client, learning the organization’s culture and authority structure (which may sometimes have idiosyncratic, challenging characteristics);
* Communicate regularly with the client in a meaningful way – to make specific reports on progress, to solicit feedback and further direction, to ask clarifying questions, etc.;
* Solicit and integrate feedback from the client on project design and deliverables, identifying possible roadblocks and modifying the work plan as necessary;
* Deliver a final product on time and that satisfies client’s expectations.

### **Team Management**

Students will:

* Understand the process of forming and developing a team and implement (apply) what is learned;
* Define roles and useful division of labor, completing all assigned tasks on time and with high quality work;
* Diagnose and attend to interpersonal dynamics, respecting the norms established by the team for interpersonal communication and behavior;
* Manage assignments and accountability;
* Develop an accountability structure for behaviors and for task assignments and manage compliance;
* Advocate points of view respectfully and with evidence, listen to the evidence and perspective of their teammates, and negotiate a result that is positive for all members;
* Solicit and offer feedback among the team;
* Respect, draw on and learn from cultural and personal difference;
* Resolve any conflict constructively and quickly.

**C. RESEARCH**

Students will:

* identify and synthesize existing research relevant to the project;
* identify and implement appropriate quantitative and/or qualitative data gathering methods;
* identify and implement appropriate data analysis procedures;
* determine findings, situating these into the broader context as identified through their research and in related literature;
* develop useful recommendations and/or tools and resources based on findings.

 **D. COMMUNICATION**

Students will:

* synthesize and summarize large amounts of data and information;
* prepare clear and well-argued written deliverables tailored to the client’s needs;
* prepare clear and well-argued verbal presentations tailored to the client’s needs.

Table: Learning Assessment

|  |  |
| --- | --- |
| **Course Learning Objective** | **Corresponding Assignment** |
| Understand the policy and/or management context for their project | Interim and final products |
| Be familiar with relevant specialized vocabularies | Interim and final products |
| Draw on critical research related to their content area | Interim and final products |
| Frame and refine the problem presented by the client | Signed contract with client |
| Develop a contract with the client including scope, timeline and deliverables | Signed contract with client |
| Develop an internal project work plan | Team work plan |
| Meet deadlines and monitor their progress against the contract and work plan | Signed contract and team work plan |
| Negotiate a contract with their client | Signed contract with client |
| Advocate points of view and negotiate differences of opinion | Self and team peer evaluations |
| Appreciate and learn from cultural and other differences | Self and team peer evaluations |
| Identify and synthesize existing research relevant to the project | Interim and final products |
| Identify and implement appropriate quantitative and/or qualitative data gathering methods | Interim and final products |
| Identify and implement appropriate data analysis procedures | Interim and final products |
| Determine findings | Interim and final products |
| Develop useful recommendations and/or tools and resources based on findings | Interim and final products |
| Synthesize and summarize large amounts of data and information | Interim and final products |
| Prepare clear and well-argued written deliverables tailored to the client’s needs | Interim and final products |
| Prepare clear and well-argued verbal presentations tailored to the client’s needs | Interim and final presentations |

**Course Requirements**

An array of potential projects has been identified for our section. If not there already, project descriptions will be posted to Brightspace under the “Client Proposals” tab, and we will meet with the clients as a group before teams are assigned. Teams are created based on the needs of the project – balancing client needs with students’ previous coursework, work and life experience, other expertise, student preferences, student availability, team size, and the balance of skills among the team. Teams are comprised of 3-4 students.

The class meeting times will include presentations from the instructor, possible guest speakers, class discussion and team meetings. Course requirements include:

* Enroll in both semesters.
* **Attend all scheduled classroom sessions** on time and in-person or on Zoom, in accordance with the provided syllabus and schedule below.
* Actively participate in classroom session activities, online sessions, and in team meetings.
* Complete all assignments on time. This includes self and peer evaluations, team and client contracts, project deliverables (interim and final), and project presentations.
* Participate equitably (contribute your full share) in all team activities:
	+ team meetings;
	+ meetings with the client and with the faculty advisor;
	+ planning and executing background research and any fieldwork;
	+ preparing deliverables; and
	+ presenting your findings.

**Online/Zoom Meetings:**

Since some of our Capstone sessions remain online, while most are in person, we presume that many client and team meetings will be online as well. As NYU students, Zoom technology is available through the school, and if you don’t have an account already and the instructions on the Brightspace site don’t get there, I’ll show you how to set it up. If you prefer, you are welcome to use other technologies when meeting as teams and with your clients.

**Travel for Capstone:**

Some of the capstone teams are slated for fieldwork travel this year, however, these are all COVID dependent. Sadly, travel for fieldwork is unlikely this year. We will assume that travel is possible until otherwise notified and will monitor any changes throughout the semester.

**Wagner does not cover the full costs of travel. Roundtrip airfare IS covered.** Some travel costs beyond airfare may be negotiated with the client (e.g., ground transportation, lodging, translators, or the like), but not all clients are able to offer this. All costs not covered by the school or the client are the students’ responsibility to pay.

In the event that travel for those projects which require fieldwork outside the U.S. is unaffected, instructions on how to apply for funding for airfare can be found in the 2022 Fall Capstone Student Guide posted to Brightspace under the “Intro, Syllabus, and Calendar” tab.

**Students who travel internationally for Capstone must follow all NYU regulations and procedures.**

The [2019 Global Travel Handbook](https://wagner.nyu.edu/files/about/%282%29%20Global%20Travel%20Handbook%20-%202018-19.pdf) may be found on the NYU-Wagner Capstone website: [https://wagner.nyu.edu/files/about/(2)%20Global%20Travel%20Handbook%20-%202018-19.pdf](https://wagner.nyu.edu/files/about/%282%29%20Global%20Travel%20Handbook%20-%202018-19.pdf). When a more recent version is ready, we’ll make sure it is available. More information will be provided to teams who can travel. This includes a briefing by Capstone administrative staff before teams travel (date, time and place to be announced).

**Capstone Expenses Not Related to Travel**

Each capstone team (whether the team travels or not) is entitled to reimbursement of up to $500 of Capstone related expenses, such as photocopying, phone calls, and supplies, etc. None of these funds can be spent hiring others to do work that you are expected to do, e.g., writers, editors, graphic designers, etc. The forms and procedures needed to claim reimbursement for these expenses and a detailed explanation of eligible expenses are found in the Capstone Student Guide, available on the NYU Brightspace website under “Intro, Syllabus, and Calendar” tab. The reimbursement form is available on the [Wagner website](https://wagner.nyu.edu/files/capstone/Reimbursement%20Form%20for%20Capstone%20Team%20Expenses%202020-2021.pdf) (<https://wagner.nyu.edu/files/capstone/Reimbursement%20Form%20for%20Capstone%20Team%20Expenses%202020-2021.pdf>) and the Brightspace website under, “Resources for Capstone, Logistical support.”

**School policies**

 **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) (<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) (<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 any student in this class is unsure about what is expected of you and how to abide by the academic code, please consult with me.

**Grading |** [Wagner’s grading policy](https://wagner.nyu.edu/portal/students/policies/grading): https://wagner.nyu.edu/portal/students/policies/grading

**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, be absent from classes when required in compliance with their religious obligations (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html>). Please notify me in advance of religious holidays that might interfere with course requirements. Together we will develop mutually acceptable alternatives.

**Henry and Lucy Moses Center for Students with Disabilities at NYU |** Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) (<https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html>) 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.

**Evaluation and Grading Criteria Specific to this Course**

Students receive 1.5 credits for the fall semester and 1.5 credits for the spring semester. At the end of the first semester, students receive a grade of “IP” (Incomplete Pass) to reflect the “work in progress” nature of the year-long project. Final grades are assigned for both semesters at the end of the second semester.

Grades are specific to you as individuals, not to the team as a whole. In other words, team members may receive different grades if it is warranted. Grading decisions are based on an assessment of students’ contribution and learning and on the assessments, you give each other as part of the evaluation process at the end of the first and second semesters. Therefore, preparing yourself and peer evaluations are required elements if you are to be considered as having completed Capstone. The client’s evaluation of your work is also considered in your score.

Students are graded on both the products they deliver to their clients and evidence of progressive learning throughout the course, as identified the Learning Objectives listed above. Therefore, final grades are based on the following criteria:

**Work products (60%):**

*Work products include all project deliverables for the client and all internal team deliverables.*All team members will be given the same grade for the results of the work accomplished by the team. This means that if one team member falls behind, others will be forced to step in to cover. Criteria include did the team achieve the course learning objectives for content, process and research? What is the quality of their products? Are all documents clearly written in cogent, easy to understand language; well-argued using evidence; and with feasible, appropriate and clear recommendations? Were deadlines met? Is the client satisfied with the team’s work and products?

The scoring criteria and expectations for your final report and client presentations will be posted to the Brightspace site as soon as they are finished. They will be posted in early Spring 2023. Additional discussion on expectations for course deliverables and work will be part of course content.

**Individual performance and learning (40%)** For this portion of the grade, students will be assessed and graded not on the results of the whole team but on her/his/their contribution to the work products and to the team process.

Was your work high quality? Does your work show evidence of learning as outlined in “Learning Objectives”? Did you contribute to the team process in a productive manner, or was your presence a burden and disruption to your teammates?

For example, did you attend all classroom and team sessions? Were you on time to meetings? Did you respond to questions in a timely manner? Did you meet internal team deadlines? Did you show initiative, or did the accountability person have to prod you? Did you do your fair share? Did you pitch in when others were struggling?

Were you respectful of others, their ideas and their work? Did you work to draw out the best of your teammates, or did you denigrate their work or ideas? Were others glad to be working with you, or did you regularly try their patience? Did you work to resolve conflict in a respectful, equitable manner, reaching a conclusion that brought more to all involved?

How do you respond to feedback from peers and your faculty? Are you defensive or curious how to apply it? Do you seek help when the team struggles, or retribution? Do you make progress and demonstrate learning as the year progresses? How are you and your work described by your teammates in their reviews?

Communication, responsiveness and engagement with the client and the professor (with me) are part of this score.

**Lateness and absences** are no more acceptable in this class than they would be in a work environment. There must be an extraordinary reason, sent to *me and your teammates in advance* of the absence, for missing even a single class or team meeting. (Religious holidays are acceptable reasons but you must give advance notice, [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).) Failure to attend classroom and team sessions consistently may result in failing Capstone.

Part of the coursework for this Capstone section will include readings and presentations/discussions on team and work processes. These provide additional information on expectations and criteria for assessment of individual performance.

**Note on written submissions:** Expect when a document is described in the syllabus as a “working document,” all written assignments for Capstone are professional documents. As such, they are to use clear, concise language and correct grammar. They are also to use data and evidence to craft a cogent argument. Although you will be preparing sections and elements as individuals, the final document is to be one, cohesive document with transitions leading the reader from one section into the next.

**Deliverables are to be designed:** formatted and laid out in a visually appealing manner using color, images and data visualization. (Visual appeal attracts the reader to the content and enhances the reader’s ability to absorb what is said.) Working drafts may use google docs, or similar. Designed drafts and final documents are to be submitted in PDF format.

**Communication Policy | Professor Levy should be copied on all correspondence with the client.**

Questions not covered during class time may be sent to me via email at al4753@nyu.edu. Within your groups, time limits for replies to your teammates will be set as a team, but consider this: a prompt reply is critical to success when working as a group.

Course information will be delivered using NYU email addresses and/or the NYU Brightspace messaging system. While participating in this course, it is critical to check your NYU inbox regularly.

**Required and Recommended Texts**

*Required texts will be shared on the first day of class. My aim is to minimize the need for purchasing text books for this class, however, it may be inevitable. Required texts will not be used until one month into class, leaving plenty of time to order and confirm if done the week of Sept 12.*

**Required texts**

* The “Capstone Student Guide,” posted to the course site on NYU Brightspace, under “Getting started” and on the Wagner website (URL:<https://wagner.nyu.edu/portal/students/academics/capstone/student>)
* Block, Peter. *Flawless Consulting: A Guide to Getting Your Expertise Used.* Wiley, 2011.

**Recommended texts**

* *Stroh*, D. P. (2015). *Systems thinking for social change*: a practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results.
* Hill, Janine. *Embracing Equity: Best Practices for Developing and Keeping a Winning Multi-Racial Leadership Team*, June 2022.
* [Costanza-Chock](https://mitpress.mit.edu/contributors/sasha-costanza-chock), Sasha. *Design Justice: Community Led Practices to Build the World We Need.* MIT Press, March 2020.
* Feedback Labs, [Feedback Tools & Training Toolkit](https://feedbacklabs.org/tools-and-training/)
* Fisher, Roger, William L. Ury and Bruce Patton. *Getting to Yes: Negotiating Agreement Without Giving In*, 2nd ed. New York: Penguin Books, 1991. Paperback available [new on Amazon](https://smile.amazon.com/Getting-Yes-Negotiating-Agreement-Without/dp/0140157352/ref%3Dolp_product_details?_encoding=UTF8&me=&qid=1533771776&sr=1-4) for ~7.
* Stone, Douglas, Bruce Patton and Sheila Heen. *Difficult Conversations: How to Discuss What Matters Most*. New York: Penguin Books, 2010. Available [new on Amazon](https://smile.amazon.com/Difficult-Conversations-Discuss-What-Matters/dp/0143118447/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1533771852&sr=1-1&keywords=Difficult+Conversations%3A+How+to+Discuss+What+Matters+Most) for ~14.
* Wheelan, Charles. Naked Statistics. New York: Norton, 2014. Best book on understanding statistics I have ever read. He makes it easy. Beyond learning, it serves as a great reference when working with data. Available on [Amazon](https://smile.amazon.com/s?k=Naked+Statistics&i=stripbooks&ref=nb_sb_noss_2) for ~$12.

**Course Format & Milestones**

The course meets weekly. It uses a varied and flexible set of learning approaches:

1. Experiential learning and simulation-based decision-making
2. Presentations given by faculty or visiting experts (as needed)
3. Facilitated class discussions
4. Selected readings from textbooks/reference sources/journal articles
5. Team meetings (during and outside of class time)
6. Faculty/team consultations (during and outside of class time as needed)
7. Self-reflection and self-evaluation

Once teams are formed and basic material is covered (including instruction in team and work processes), much of the weekly class period will be devoted to team meetings and team consultations with the faculty advisor.

**Course Milestones**

The course has a series of milestones – both activities and products – that serve as interim work products for the course or for the client.

Some of the due dates listed below are negotiable. Ability to meet the dates will depend in part on your client’s articulation of the problem and on client availability. All consulting work requires discussion on scope and content of a project. Some projects and clients require more discussion than others. As work progresses, additional clarification may be required. That said, the dates below are reasonable targets for successful completion of your project. **Please contact Professor Levy** as soon as possible if it looks like you will need to negotiate a different due date for any of these, based on client needs or other exceptional circumstances. We will proceed to adjust accordingly.

This list of milestones is just an overview of key events in the year-long project that is Capstone. **Specific assignments and deadlines are listed week by week in the syllabus, and accompanying announcements on Brightspace will flag them in advance.** Along with these assignments is the day-to-day, direct work on your project: ongoing research and content work among teams and with clients.

**Note**: Dates on drafts and client contracts are tied to deliverables, and may differ from the dates here. As needed, the professor and the capstone teams will finalize dates based on project needs and my availability.

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| **Month** | **Fall 2022 Capstone Milestones** |
| **Sept** | * Potential client presentations
* Team formation and client-project-team assignments;
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| **Oct** | * **Initial conference with client and faculty to explain the Capstone process, establish a relationship with the client, assess the client organization, and begin to gather the information** and data needed to clarify the problem or issue that the client wishes the Capstone team to address as well as the client’s initial vision of a successful project
* **Summary report of decisions made during the first client meeting**
* **Initial team charter developed with and signed by all team members**
* **Work plan with tasks identified and assigned, including due dates.** Along with guiding your work throughout the year, the work plan feeds into the client contract.
 |
| **Month** | **Fall 2022 Capstone Milestones** |
| **Nov** | * **Final, signed client-team contract and detailed team work plan;**
* **End-of-first semester self, team/peer, and course evaluations;** discussion of team process and progress (November, specific dates to be announced).
 |
| **Dec-****Jan** | * **Client project deep dives** (with or without travel), individual check-ins with Professor Levy, and one team debrief & Spring synthesis and final deliverable plan due**.**
 |
| **Feb** | * **Interim report (working document) with results and observations from fieldwork** (for teams with international travel) or initial summary of findings thus far (for teams without a fieldwork component), including work over winter break.
* **First draft of final project report to faculty.** This is to be a real, working draft of your final deliverable with your draft thesis and a complete layout of the final argument. Many components are to be well fleshed out.
 |
| **March** | * **Client presentation rehearsal before class/faculty for feedback** before client presentation.
 |
| **April** | * **Final draft of Capstone written deliverables.**
* **End-of-course self, team/peer, client and course evaluations**.
 |
| **May** | * **Presentation of findings and recommendations to client;**
* **End-of-second semester reflection;**
* **Presentation for Capstone Expo**
 |

These “milestones” are tools to help teams complete their projects successfully. Your primary targets are your client and the ongoing research and content work to complete your project. The activities here are supplementary to your primary work of completing the client’s request. Nevertheless, the milestones are designed to advance your learning and to help you be successful in meeting your client’s request.

**Students are expected to meet weekly as a team outside of the designated class time.** Most weeks, the work will necessitate additional meetings outside of class time. Some work, e.g., planning, brainstorming, rehearsing and editing, will require longer sessions outside of class time.

Capstone is a fluid, ever-changing process. There are also Capstone-wide mandated activities that have only tentative dates at this point. This means that **this syllabus will be changing throughout the year**. The list of weeks and topics in the syllabus is preliminary. Required readings will be augmented and revised. Content sessions will be shifted, added and dropped based on your needs and learning goals. Whenever possible, we will discuss any changes to the syllabus during class time. Regardless, any changes to the original syllabus regarding session content, required readings or assignment descriptions will be posted to NYU Brightspace, with email notice sent to you at their posting.

Please carefully review the syllabus each week for assignments due that week and soon thereafter. Again, most assignments are not your end goals. They are tools to help you achieve project goals successfully and on time.

**Fall 2022 Syllabus and Schedule**

There is more material and guidance on our Brightspace site than would fit onto a syllabus. **Please check the syllabus (posted to Brightspace) every week** when preparing for content sessions. Accompany materials may be added to Additional Course Materials on Brightspace.

**Fall Semester Syllabus**

In this section you’ll find an overview of the Fall 2022 class schedule, client and team coordination timelines, as well as individual and team assignments. Slight changes may be made to the syllabus over the course of the semester to incorporate relevant topics, team or methodological needs, or readings released throughout the semester. The dates for deadlines, core assignments, and presentations will remain the same throughout the semester. All communications, announcements, and updates will be posted through the Brightspace page.

For most of our early Fall 2022 class sessions, class meetings will be organized into two components:

1. **Class Discussions** will delve into readings, guided group discussions, and experiential training on designated weekly themes and skills. These discussions will be held by the whole class as a group.
2. **Team Practice** will be focused exercises, planning, coordination, and reflection within, and led by, each separate capstone teams, as part of that week’s class.

**COURSE OVERVIEW FALL 2022**

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| --- | --- |
| **PHASE 1** | **Overview, Team, and Client Formation** |
| **Session 1 (9/12)** | Course intro, overview, and client presentation |
| **Session 2 (9/19)** | Client presentations**Team Practice |** Teams announced by end of week of 9/19. / 1:1s with Prof throughout the week |
| **Session 3 (9/26)**(NO CLASS - Teams meet on their own) | Groups meet in person non-client specific preparation and introductions**Team Practice** | Framing team charter (values), team-building exercise, individual reflection on leadership self-assessment, roles, needs, contributions in group context. |
| **Session 4 (10/3)** | **Class Discussion |** What is/n’t consulting? Expectations, goals, tools**Team Practice |** Initial coordination, methodology, and planning considerations for consulting projects, balancing upward management & horizontal collaboration, ongoing problem and context analysis, and tools for navigating ambiguity while remaining focused on client-centered needs and deliverables. |
| **Session 5 (10/11)****(NO MONDAY CLASS - CLASS ON TUESDAY)** | **Class Discussion |** Leveraging diversity & difference by design: Team formation, client-team culture & expectations. Establishing enabling systems to support norms of integration, equity, and contextual awareness of power. **Team Practice |** Mapping systemic and interpersonal power dynamics, assets, opportunities, and challenges of working in diverse teams and with clients, setting up related milestones, intentions & accountability. |
| **PHASE 2** | **Project planning, client coordination, developing norms and skills as a consulting team** |
| **Session 6 (10/17)** | **Class Discussion |** Client contract, project, and process plans**Team Practice |** Generating work plan with clear milestones and deliverables until January, with clear milestones through April. |
| **Session 7 (10/24)**(guest co-facilitator) / Simulation | **Skills & Tools Focus** | Work plan design & Project Management **Team Practice |** Clarifying between progress management, project management, and strategy management. Re-articulation of deliverables with client, revising consulting roadmaps and communicating plans accordingly. |
| **PHASE 3** | **Skills & Methodology Deep-Dive | Tools, Approaches, and Practice** |
| **Session 8 (10/31)**(Class on Zoom)  | **Skills & Methods Focus |** Systems andcontext analysis for project**Class practice |** Ethics, politics, political economy, social and structural considerations for client projects.  |
| **Session 9 (11/7)**  | **Skills & Methods Focus |** Quantitative methods **Class Practice |** Overview of methods and tools repository, making choices and right-sizing for your research. Ethics, politics, and context of using research methods. |
| **Session 10 (11/14)**  | **Skills & Methods Focus |** Qualitative methods **Class Practice |** Overview of methods and tools repository, making choices and right-sizing for your research. Ethics, politics, and context of using research methods. |
| **Session 10 (11/21)** | **Skills & Methods Focus |** Interviews & interviewing**Class practice |** Interviewing teams & exercises, talk backs on ethics, technique, power, context. |
| **Session 11 (11/28)** | **Team meeting time** | Faculty meeting time for some |
| **Session 12 (12/5)** **Simulation**  | **Skills & Methods Focus |** Logistics & planning for deep dives (travel or not), group report back on context analysis, challenges/mitigation plans **Class practice |** Troubleshooting and prioritizing, high stakes, fast pace |
| **Session 13 (12/12)**  | **Team meeting time** Faculty meeting time for some (zoom) |

**SCHEDULE OF ASSIGNMENTS - FALL 2022**

|  |  |  |
| --- | --- | --- |
| **Assignment #** | **What is due & where**  | **Due date** |
| **Assignment #1**  | * Upload to Brightspace **a reflective essay on a previous experience when working as part of a team, what you learned and what you learned about yourself.** Use at least 500 words and no more than 750. Be sure to list your name on your document and include your word count at the end of the essay. Among other things, this essay will serve as a writing sample.
 | Due by Sat, Sept 10 @ 7 am |
| **Assignment #2** | * **Complete your “Student Information and Preference Form,”** and upload to Brightspace. It is available in Brightspace.
* **Schedule a 30 min 1:1 with me anytime from Sept 20-22, during working hours**.
* **Preview Leadership self-assessment for initial discussion with your teams on Monday, 9/26**
 | Due by Sept 22 at 5 pm.  |
| **Assignment #3** | * **Please share three bullet questions for each category of the team charter you’ll be focusing on.** Send me one email from the team, copying all team members. **Sample team charters can be found on Brightspace under student resources.**
* **Each individual team member should share 3-5 bullets each with their strengths working in teams, areas for personal improvement, as well as one positive and one negative experience you’ve had giving & receiving feedback** in the past.
* **Submit individual leadership self-assessments to me via Brightspace.**
 | Due 9/29 at 7 am.  |
| **Assignment #4** | * **Set up initial call with client, submit agenda for call to me**.
 | Due by 10/7 |
| **Assignment #5** | * **Submission of document with team roles and responsibilities, along with brief logic of how your team arrived at these roles** (whether related to background experience, mode of decision-making such as taking a vote, or other methods used to determine these roles.
 | Due by 10/8 |
| **Assignment #6** | * **Begin weekly updates.** Team faculty liaison is to send me an email every week by 7am Tuesday, copying the teammates, (one per team), with 5-10 bullets of questions/concerns, actions taken/next steps, balancing short- and long-term plans, group development.
 | Due by 10/11 |
| **Assignment** **#7** | * **Memo/Report of initial client meeting submitted to Brightspace in PDF format no later than 7am Thursday, October 13.** Please double space your text to allow room for comments. It must also include a clear statement of the problem to be addressed by your Capstone project. Please additionally include a summary of your team's action plan based on this initial call (three questions you need to have answered, three considerations regarding timeline and project management, and initial next steps).
 | Due by 10/13 |
| **Assignment #8** | * Begin to become familiar with your organization and project background. **You will be asked to share verbal reflections related to several aspects of the client and project context and background in class on (10/17).**
 | Due by 10/17 |
| **Assignment #9** | * **Do the work described in the document “Homework-Using difference to advantage”** found in Brightspace. This will prepare you for the classroom workshop.
* **Adjust your draft Charter accordingly. Write me a brief note summarizing how you applied what was learned to role and task assignments (no more than the equivalent of one page).** One note per team.
 | Due by 10/14 |
| **Assignment** **#10** | **Draft project scope submitted to NYU Brightspace as a PDF document**  | Due by 10/17 |
| **Assignment #11** | **Draft team charter submitted to Brightspace**, Assignments as a PDF document. Please double space your text.  | Due by 10/21 |
| **Assignment #12** | **First draft of client contract due to me in editable format (Google/Word**) via email. | Due by 10/21 |
| **Assignment #13** | **Finalized and signed copy of your team charter uploaded to Brightspace** | Due by 10/24 |
| **Assignment** **#14** | **Draft work plan due to me** via email in editable document/worksheet. One submission per team. Your **work plan** includes tasks, start dates and deadlines, resources needed, and who is assigned to handle the tasks. | Due by 10/27 |
| **Assignment** **#15** | **Informal class report back on status client contract negotiations (final signed client contract due by 11/15).** | Due by 10/31 & 11/15 |
| **Assignment** **#16** | **Revised work plan due to me via Brightspace** | Due by 11/4 |
| **Assignment** **#17** | **Second draft of client contract due to me in PDF format or Google doc via email** | Due by 11/4 |
| **Assignment** **#18** | Final, signed client-team contract. Upload a pdf copy to Brightspace | Due by 11/15 |
| **Assignment #19** | **Complete Capstone course, peer and self-evaluations** (Peer and self evaluations. **What you say about your peers will be shared with them**. Be sure to use language that reflects what you would like to hear in this setting and that allows your colleagues to learn and grow. | Due by 11/22 |
| **Ongoing Dec ‘22 - Jan ‘23** | You will continue to work as a team on your project. Whether fieldwork or remote work, work on Capstone continues through Winter break. Continue to send me weekly updates throughout Winter term. | Ongoing unless noted otherwise |

**Full Syllabus | Weekly Readings, Assignments & Skills Training**

***\*\*\*Please note your first assignment is due two days before our first class.***

***Assignments 1*** *is* ***due Saturday, September 10, 5pm, to NYU Brightspace, under Assignments |***Upload a reflective essay to Brightspace on a previous experience when working as part of a team, what you learned and what you learned about yourself. Use at least 500 words and no more than 750. Be sure to list your name on your document and include your word count at the end of the essay. Among other things, this essay will serve as a writing sample.

PHASE 1: CREATING CLIENT & CAPSTONE TEAMS

**Session 1, Monday, September 12 |** Course intro, overview, and client presentation

* Brief introductions, why we are all here.
* Discussion: So just what can you expect from Capstone?!
* Overview of semester and Fall syllabus
* One client presentations on potential projects | *Ban Ki-moon Centre*

**Readings required before class:**

* Client proposals. Please carefully read the client proposals before coming to class. Come prepared with questions for them. Q&A will be part of their presentations.
* Carefully read the [Capstone Student Guide](https://wagner.nyu.edu/portal/students/academics/capstone/student). This and other Capstone resources and instructions are available on the [Capstone student website](https://wagner.nyu.edu/portal/students/academics/capstone/student) (<https://wagner.nyu.edu/portal/students/academics/capstone/student>). Most of those documents won’t be needed till later in the semester or year. The link is here for your reference.
* Review Wagner’s “[Capstone: Learning in Action](https://wagner.nyu.edu/portal/students/academics/capstone)” webpage (<https://wagner.nyu.edu/portal/students/academics/capstone>), including “What you’ll learn” and “What Capstone is not” and watch the video “Capstone in an Academic Context” with Prof Erica Foldy.
* This syllabus. I know it is long but it includes many details that you will need throughout your work in this course. Please become familiar with these details and come prepared with your questions on its content. Please also refer back to the syllabus for instruction and guidance throughout the course.

**Session 2, Monday, September 19 |** Client presentations and project preference submission

* Quick check in on Syllabus
* Three remaining client presentations and Q&A | Carbon Disclosure Project, Institut Pasteur, Ek Kadam Aur
* Review of client preference forms, submission processes

**Assignment 2 due Thursday, September 22, 10 pm, to NYU Brightspace**

* Complete and upload to Brightspace your “Student Information and Preference Form.” The form is available in Brightspace.
* Schedule a 30 min 1:1 with Professor Levy anytime from Sept 20-22 during working hours.

**Session 3, Monday, September 26 |** Newly formed capstone teams will meet for introductions, team-building, exercises provided by Professor.

*\*\*\*You will not be discussing project plans, work plans, or deliverables during this initial meeting. It is entirely dedicated to getting to know your capstone team members and developing initial norms for working together as a collective.* The purpose of this meeting is to get to know your colleagues as individuals – their strengths, preferences, skills, and if special consideration or help is needed, etc. Ideally, this meeting takes place over dinner, or at least coffee, but this year that is probably not possible. However, seek a setting and conversation that allows you to get close to this sort of casual format. You build on this interchange as you develop your Team Charter and throughout the year.

**Your teams will be announced on Friday, Sept 23th and your corresponding client project assignments will be announced Tuesday, Sept 27th following your first meeting as a group.**

**Team Discussion:**

* What is the value of a team?
* Key components of teams
* Each team member:
* What are the 3-5 most important aspects of a team charter?
* Sharing your strengths? Sharing areas you would like to challenge yourself in.
* How you like to receive feedback. What you would like to work on in giving feedback.
* Which one am I? (5 sets of slides with different work style types).
* Naming collective strengths as a team. Naming [areas that you’d like to build more supports around.]

**What your team should accomplish from this discussion:**

* Exchange contact information, schedule regular weekly meeting time
* Elements of a team charter [Values, dos, and don’ts.](See Assignments in the Schedule for more instructions details on team tasks)
* Schedule an initial client meeting to occur no later than October 7th. (See below on what is to be accomplished at this initial client meeting and the process to arrange it. *Please work with me on availability before reaching out to the client*.)
* Plan for submitting group assignment (below)

Assignment 3, due 9/29 at 7 am. Send me one email from the team, copying all team members. Please share five bullets for each aspect of the team charter [Values, Dos, Don’ts]. Each individual team member should share 3-5 bullets each with their strengths working in teams, areas for personal improvement, as well as one positive and one negative experience you have had giving or receiving feedback in previous experience.

**Readings required before class:**

*Team charters*

* Sverdrup, Therese E. and Vidar Schei. “‘Cut Me Some Slack’: The Psychological Contracts as a Foundation for Understanding Team Charters.” The Journal of Applied Behavioral Science 51.4 (December 2015): 451–478.
* Template for Team Charter

*Teamwork*

* Holton, Judith A. “Building trust and collaboration in a virtual team.” *Team Performance Management: An International Journal* vol. 7, no. 3/4, 2001. pp. 36-47. A skim of the layout of her research tools is probably sufficient (e.g., pp 40-42), but please pay attention to the specific tools that help remote teams connect and become cohesive.
* Dixon, Nancy. “Combining Virtual and Face-to-Face Work.” *HBR* 1 July 2015
* Please watch Harvard Business Review video [The Explainer: How to Collaborate Effectively If Your Team Is Remote](https://hbr.org/video/5812716214001/the-explainer-how-to-collaborate-effectively-if-your-team-is-remote) (2:24 minutes). (URL:<https://hbr.org/video/5812716214001/the-explainer-how-to-collaborate-effectively-if-your-team-is-remote>)

**PHASE 2: DEFINING THE PROJECT & TEAM**

**·Develop initial protocols for team roles, work and communication**

**·Begin research to become familiar with the client and the context of the project**

**·Define scope of project and initial plan for work**

**·Negotiate agreement with client on project shape (signed client contract)**

 **Session 4, Monday, October 3 |** What is/n’t consulting? Expectations, goals, tools

**Class Discussion |** What is/n’t consulting? Expectations, goals, tools

* What is and isn’t consulting?
* Team roles and responsibilities in project management and client coordination
* Navigating ambiguity through strategic use of planning, ongoing problem analysis, and coordination frameworks
* When is it better to adapt? When is it better to manage up?
* How much or little communication should be had with the client as work is being completed?
* What does it mean to be deliverable-focused & adaptation-oriented as a consultant? How is this different from a full-time, integrated, or long-term role in an organization?

**Consulting Team Disc**

* Preparing for first client meetings
* Initial discussion of team member roles
* Plan for finalizing team charter

**Assigned readings or videos required before class:**

* Block, Peter. *Flawless Consulting: A Guide to Getting Your Expertise Used.* Wiley, 2011., pgs 1-50 (Chapters 1-3)
* Sample client contracts (read two of the three sample client contracts in BrightSpace, under Project Contracts, Preparation, Scoping, and Management)
* **RFP #1:**[Developing HealthRight Kenya's Monitoring, Evaluation, Accountability and Learning (MEAL) System](https://reliefweb.int/job/3888749/consultancy-developing-healthright-kenyas-monitoring-evaluation-accountability-and-learning-meal-system)
* **RFP #2:** [Development Of Integrated Policy Paper and Strategic Action Plan On Green and Inclusive Economic Recovery Through Circular Economy in Food & Beverages Related Sector, Focusing on Palm](https://procurement-notices.undp.org/view_file.cfm?doc_id=310014) [Oil Processing Industry](https://procurement-notices.undp.org/view_file.cfm?doc_id=310014) (specifically pgs 12-17)

**Assignments #4-6:**

**Assignment # 4 – Due by Oct 7**

* Setting up and setting an agenda for first client meeting
* What to accomplish during your initial client meeting:
	+ Meet and greet
	+ Learn more about the project, project goals and how it fits into the organization’s wider goals – What problem is the project designed to address
	+ Identify any critical deadlines (other than end of Spring 2021 term)
	+ Identify who must approve or sign off on any projects and reports
	+ Identify preferred method of communication and reporting progress
	+ Identify how often and in what form, updates on progress and work are wanted
	+ Identify a process for client input and collaboration on project design and review of deliverables
	+ Explain the Capstone process, including that together you will finalize project scope, develop a work plan and finalize a client contract, which will be signed by the client and the team. Inform the client that the goal is to have this portion of the project finalized no later than November 23
* **\*\*\*At least** **one week before your initial client meeting, please send me an email with your agenda and list of initial questions.**  I will review your agenda and questions before you give them to your client. Please work with me on availability for this meeting. **I am to be present with you on the first meeting with the client. Please remember to copy me on all correspondence with the client.**

**Assignment #5 – Due by Oct 11**

* **Submission of document with team roles and responsibilities, along with brief logic of how your team arrived at these roles** (whether related to background experience, mode of decision-making such as taking a vote, or other methods used to determine them.

**Assignment #6 – Due Oct 11**

* Begin weekly updates
* Team faculty liaison is to send me an email every week by 7am Monday, copying the teammates and including a brief answer to each of these questions:
	+ What did the team accomplish this week?
	+ What is on tap for next week?
	+ Describe a “learning moment,” something discovered (uncovered) that you plan to incorporate into your work or process going forward. (Feel free to mention things you are struggling with and haven’t yet solved. We can work on it together if you wish.)
	+ What are your questions for me?

**Session 5, Tuesday, October 11:** Leveraging diversity & difference by design: Establishing enabling systems to support norms of integration, equity, and contextual awareness of power.

**Team Practice |** Mapping systemic and interpersonal power dynamics, assets, opportunities, and challenges of working in diverse teams and with clients, setting up related milestones, safeguards, intentions & accountability.

**Required readings for class:**

* Tervalon, Melanie, and Murray-García, Jann. “Cultural Humility versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education.” Journal of Healthcare for the Poor and Underserved 9.2 (May 1998): 117-125.
* Moran, Robert T., Harris, Philip R., and Moran, Sarah V. Managing Cultural Differences: Global Leadership Strategies for Cross-Cultural Business Success 8th ed. New York: Butterworth-Heinemann, 2011, page 195.
* Video: [Implicit Bias.](https://www.med.unc.edu/healthsciences/about-us/diversity/jeditoolkit/implicitbias/) UNC School of Medicine Health Sciences.
* Video: [Microaggressions/Microaffirmations](https://www.med.unc.edu/healthsciences/about-us/diversity/jeditoolkit/microaggressions-microaffirmations/). UNC School of Medicine Health Sciences.
* Omakwu, Blessing. “[Opinion: On equity in the international development sector — we need more intravists,](https://www.devex.com/news/opinion-on-equity-in-the-international-development-sector-we-need-more-intravists-97404)” Devex. 5 June 2020.
* ​​Gray, Aysa. [“The Bias of ‘Professionalism’ Standards](https://ssir.org/articles/entry/the_bias_of_professionalism_standards),”*Social Science Innovation Review*, 4 June 2019.
* Block, chapters 10 and 13
* Alexander, Jessica. “[Then and Now: 25 Years of Aid Accountability,](https://www.thenewhumanitarian.org/feature/2021/4/27/then-and-now-25-years-of-aid-accountability)” *The New Humanitarian*, 27 April 2021.
* Heifetz, Ronald A. & Marty Linsky. “Get on the balcony: Why leaders need to step back to get perspective
* Guttman, Jennifer. “T[he Single Most Important Thing You Can Do to Build Emotional Intelligence](https://www.inc.com/quora/the-single-most-important-thing-you-can-do-to-build-emotional-intelligence.html).” Quora, *Inc.*, 23 April 2018.
* (Chapter 3).” *Leadership on the Line: Staying Alive Through the Dangers of Change,* Harvard Business Review Press, 2017.
* Krauss, Beatrice J., et al. “White Researcher in the Multicultural Community: Lessons in HIV Prevention Learned in the Field.” Journal of Health Education 28.6 (Nov/Dec Supplement 1997): S67-71

**Assignments #7-9 | Report-back on initial client meeting, group reporting and document management structure, and familiarization with client/project through internal and publicly available documents. Assignment #7 – Due by Oct 13**

* Report of initial client meeting submitted to Brightspace, Assignments in PDF format. Please double space your text to allow room for comments.
	+ This memo is to summarize the team’s findings from their initial client meeting. Your memo is *not* meeting minutes. Rather, its purpose is to record and confirm client/team decisions on the elements described as the purpose for the initial meeting with the client.
	+ It must also include a **clear statement of the problem** to be addressed by your Capstone project.
	+ Once the team’s report of the initial client meeting is reviewed and approved by me, you will share it with the client for their review and comment. The initial conversation with the client and the conversation around this document serves as a start for your client contracts.

**Assignment #8 – Due by Oct 14**

* Do the work described in the document “Homework-Using difference to advantage” found in Brightspace. This will prepare you for the classroom workshop. **As part of this week’s team meeting, apply what is learned about differences in your work style to your team assignments and roles. Adjust your draft Charter accordingly. Write me a brief note summarizing how you applied what was learned to role and task assignments** (no more than the equivalent of one page). One note per team.

**Assignment #9 – Due by Oct 17**

* **Project scope submitted to Brightspace as a PDF document** no later than 7am October 17. Please double space your text. Your faculty contact will submit one document for the team.
	+ Lay out your draft of content, scope and limits of your Capstone project. This is a working document to help when preparing your work plan and your client contract. It is to include a statement of the problem (part of your report on initial client meeting), the output of the project, information needed to complete the project, boundaries of the project, a description of the final product along with any interim deliverables.
	+ Do not rely upon your client to define your project. Work with your client to identify what meets the client’s needs and is achievable with the resources you have. Your role as a consultant is to find clarity in obscurity and to guide your client toward what is both beneficial and achievable.

**NOTE ON EDITOR ROLE**: One of the required roles mentioned on the Template for Team Charter is editor. This note is to offer a bit more on the editor’s role. All documents prepared as part of Capstone are to use clear, concise language and correct grammar. They are also to use data and evidence to craft a cogent argument. Contributions from different writers must be transformed into a single voice and story. Achieving these goals requires advanced writing and communication skills. As part of developing your Charter, assign someone to serve as editor to lead these tasks.

**PROCESS NOTE**: Throughout the year, additional time with me is sometimes needed for conversations and instructions on matters such as preparing your team charter and work plans, preparing for fieldwork and producing project content. These will be scheduled outside of class time with teams as needed – at your request or mine.**Session 6, Monday, October 17 |** Client-team culture, communications, contract and project planning

**Team Practice |** Class discussion and time designated mostly for Capstone teams to discuss charter, project scope.

* Discussion: Negotiating agreement; Resolving conflict
* Team meeting time. I will meet with each team to discuss their work plan as well as progress on project content and your progress on preparation for fieldwork. Meetings with me can be scheduled during session time or outside of class time.

**Readings required before class:**

* Fisher et al., pages: xvii-xix (introduction), Table of Contents (for overview of ideas), 4 (def of wise agreement), 17-55, 97-107, 138-139 (especially “Extreme demands”)
* Karen A. Brown, Nancy Lea Hyer, and Richard Ettenson, “Protect Your Project from Escalating Doubts,” MIT Sloan Management Review Spring 2017
* Stone et al., pages 3-20, 25-82, 87-90, 92-94, 102-106, 111-114, 119-121, 145-146, 150 (Think like a mediator), 172-178, 181-183, 202-204, 213-214, 233-234
* **Watch**: Croft, Chris. Problem solving techniques: Introduction (2 min.)<https://www.linkedin.com/learning/problem-solving-techniques/introduction?u=2131553> (You may need to be signed into NYU Home to get access to the video at no charge.)Please come prepared to answer, when considering terms used by Mr. Croft, how might these concepts apply to project work?

**Assignments #10-12 | Draft team charter, client contract, and project scope**

**Assignment #10 – Due by Oct 21**

* **Draft team charter submitted to Brightspace** as a PDF document no later than 7am October 21. Please double space your text. Appoint one person submit one document for the team. A signed version of your charter is due October 24 (See Assignment 13 below). That said, the Charter is a working document and will be reviewed and revised as working together reveals a need for change.
* Notes: See “Capstone Template for Team Charter” and your notes from our class discussion for guidance on the content of your team charter. Following submission, you’ll receive comments and feedback on the team charter for consideration before generating a final draft. We may schedule a meeting outside of class time to discuss.

**Assignment #11 – Due by Oct 21**

* **First draft of client contract due to me in editable format (Google/Word**) via email by 7am on Oct 21
	+ This will be your promise to your client and their promise to you regarding your Capstone project. What do they supply? What do you produce? What is the review process? What is the communication process? Etc. Spell these out in simple, direct language.
	+ Sample contracts are posted to Brightspace, under the “Client contracts & scope of work” tab.

**Assignment #12 – Due by Oct 24**

* **Finalized and signed copy of your team charter uploaded to Brightspace** by 7am Oct 24

**PHASE 3: FINALIZE CONTRACT & PLAN; BEGIN SPECIFIC CONTENT WORK**

* **Finalize work plans and client contract**
* **Move from background research into direct work on project content**

**o Literature reviews**

**o Planning approach and developing tools for field research**

* **Work on logistics of field research or interviews**

**Session 7, Monday, October 24 |** Work plan design & Project Management

**Discussion:**

* Adaptive management and learning
* Developing work plans and monitoring work plans. Choose a format that works for your team. Gantt charts and Excel documents are two options. Other teams find other approaches more useful to their work.
* Monitoring and adjusting work plans, monitoring and adjusting milestones, outcomes, or deliverables.
* Monitoring and adjusting process
* Include both content tasks and logistical tasks, e.g., preparing and planning for fieldwork and development of documents for research and fieldwork.

Team Practice | **Time for coordinated work on work plan.**

**Recommended readings**

* Read all sample work plans listed in Brightspace
* Amy Jen Su, “How Managers Can Make Group Projects More Efficient.” *SSIR* 17 January 2017
* Tyson R. Browning and Ranga V. Ramasesh. "Reducing Unwelcome Surprises in Project Management." MIT Sloan Management Review, Spring 2015

Additional readings TBD.

**Assignments #13-14 | Final client contract and work plan**

**Assignment #13 – Due by 10/27**

* **Draft work plan due to me by** 7am October 27 via email in editable document/worksheet. A link to a google doc or worksheet works as well. One submission per team. Please copy your team members on the email or shared link.
	+ Note: Please grant me editing access, and I will make comments and/or edits in suggestion mode.
* Your **work plan** includes tasks, start dates and deadlines, resources needed, and who is assigned to handle the tasks. (For guidance on developing a work plan the document “Work Plan Components” posted to NYU Brightspace under Project management & Work plans. Additional resources and readings to help with your work plan are posted to Classes under Content sessions & resources, Project management.)
* **Allocate time for your editor to edit documents before sending them to me. Allocate time for me to review documents** (at least one week) and for you to revise them (at least four days) before they are due to the client. With major deliverables, review of a “final draft” often takes two to three revisions, sometimes more. **Be sure to include a risks and challenges analysis, as discussed in class, along with a mitigation or consideration plan.**

**Assignment #14 – Due by 10/31**

* **Work toward final terms of your client contract.**
	+ **Using your work plan and draft contract, begin negotiating your contract for work (scope of work agreement) with your client.** This could involve in-person meetings or could be done by email and phone. **For some clients, negotiations include review by their attorneys.**
	+ Negotiation is a process, so it will be ongoing. There is a due date for a finalized, signed contract (November 15). You will share updates on your team’s negotiation-in-progress during class on 10/31.

**Session 8, Monday, October 31:** Systems andcontext analysis for project

**Discussion:** Overview of methods and tools repository, making choices and right-sizing for your research. Ethics, politics, and context of using research methods.

**Class practice |** Ethics, politics, political economy, social and structural considerations for client projects

**Readings**

* Rittel, H. W., & Webber, M. M. (1973). "Dilemmas in a General Theory of Planning." Policy sciences, 4(2), 155-169.
* MaRS. “[Systems Mapping](https://mars-solutions-lab.gitbook.io/living-guide-to-social-innovation-labs/seeing/understanding-the-problem-systems-and-complexity/systems-mapping)” Live Guide to Social Innovation Labs.

# *Stroh*, D. P. (2015). *Systems thinking for social change*: a practical guide to solving complex problems, avoiding unintended consequences, and achieving lasting results. (1-2 chapters)

# Søren Vester Haldrup. “[Rethinking monitoring and evaluation in complex systems — when learning is a result in itself](https://medium.com/%40undp.innovation/rethinking-monitoring-and-evaluation-in-complex-systems-when-learning-is-a-result-in-itself-3d1fc90d22fc),” UNDP Strategic Innovation Unit, 20 May 2022.

# Costanza-Chock, Sasha. *Design Justice: Community Led Practices to Build the World We Need.* MIT Press, March 2020. (1-2 chapters)

# **Assignments**

**Assignment #15 – Due by Nov 4**

* **Revised workplan due to me by 7am November 4 via NYU Brightspace.**
	+ Incorporate into your work plan what is learned from the session on project planning and my comments on your first draft
	+ As well as guiding your work, deadlines and accountability throughout the year, your work plan feeds into your client contract... What must you get done and by when in order to complete all pieces of your project?

**Assignment #16 – Due by Nov 4**

* **Second draft of client contract due to me in PDF format or Google doc via email by** 7am

**Session 9, Monday, November 7 |** Quantitative methods / Guest lecturer

**Class Practice |** Overview of methods and tools repository, making choices and right-sizing for your research. Ethics, politics, and context of using research methods.

**Readings**

* Wheelan, Charles. *Naked Statistics.* New York: Norton, 2014. (First three chapters)
* Giuseppe Munda, Daniel Albrecht, William Becker, Enkelejda Havari, Giulia Listorti, Nicole Ostlaender, Paolo Paruolo, Michaela Saisana .“[The Use of Quantitative Methods in the Policy Cycle](https://www.sciencedirect.com/science/article/pii/B9780128225967000188),” [**Science for Policy Handbook**](https://www.sciencedirect.com/science/book/9780128225967). 2020, Pages 206-222
* Merry Sally Engle. 2016. *The Seductions of Quantification : Measuring Human Rights Gender Violence and Sex Trafficking*. Chicago: University of Chicago Press. (Chapters TBD)
* Engler, Alex. “[What All Policy Analysts Need to Know About Data Science](https://www.brookings.edu/research/what-all-policy-analysts-need-to-know-about-data-science/),” Brookings, 20 April 2020.
* [Quantitative Tools](https://quantitative.emory.edu/research/resources/quantitative-tools.html),Emory University.
* [Open Data Policy Guidelines](https://sunlightfoundation.com/opendataguidelines/), Sunlight Foundation.
* Additional readings TBD

 **Session 10, Monday, November 14 |** Qualitative methods

**Class Practice |** Overview of methods and tools repository, making choices and right-sizing for your research. Ethics, politics, and context of using research methods.

**Readings:**

Readings (Except as noted, you do not need to read all of the material below, but please do spend some time becoming familiar with qualitative inquiry and how it compares to using as evidence only things that can be counted and numbered.)

* Patton, Michael Quinn. “Qualitative Research.” Encyclopedia of Statistics in Behavioral Science, 2005, pp. 1-3.
* Patton, Michael Quinn. *Qualitative Research & Evaluation Methods*, 4th ed. Sage, 2015.
	+ “Dimensions of fieldwork,” p. 383. (You won’t be in the field, but this piece and the one that follows shows the qualitative mindset and what can be learned.)
	+ “Doing fieldwork: The data gathering process,” pp 387-391.
	+ “Ten interview principles and skills,” p. 428. (**Required**): This piece and the one that follows are essential.)
	+ “Question options and skilled question formation,” pp 444-456. (**Required**)
	+ “Draft standards for site visits; Variations in observational focus & summary of dimensions along which fieldwork varies,” pp. 353-357. (You will not be doing direct observation, but I want you to read this for insights into the kind of thinking behind qualitative inquiry.)
	+ “Observing what doesn’t happen,” pp. 379-380.
	+ “Documents and documentation,” pp. 376-378.
* Britten, Nicky. “Qualitative interviews in medical research.” *British Medical Journal* 311.7000 (29 July 1995): 251-253. (**Required**)
* The CDC has a number of short but valuable descriptions and checklists for various data collection methods on its Adolescent and School Health Program Evaluation site, under the “Data Collection & Analysis” tab. Give them a look. ([http://www.cdc.gov/HealthyYouth/Evaluation/index.htm. Accessed 11 July 2020](http://www.cdc.gov/HealthyYouth/Evaluation/index.htm.%20Accessed%2011%20July%202020).)
* Patton, Michael Quinn. “Purposeful Sampling.” *Qualitative evaluation and research methods*. Sage, 1990, pp. 169 186.

**Assignment #17 – Due by 11/15**

* Final, signed client-team contract. Upload a pdf copy to Brightspace Assignments no later than **November 15**.

**Session 11, Monday, November 21 |**Interviews & interviewing

**Class practice |** Interviewing teams & exercises, talk backs on ethics, technique, power, context. Team meeting time, including time with faculty.

**Readings**

* Robert Wood Johnson Foundation (RWFJ). Interviews.<http://www.qualres.org/HomeInte-3595.html>. Accessed 11 July 2020.
* ——. Structured interviews.<http://www.qualres.org/HomeStru-3628.html>. Accessed 11 July 2020.
* ——. Semi-structured interviews.<http://www.qualres.org/HomeSemi-3629.html>. Accessed 11 July 2020.

**Assignment #18 – Due by Nov 22**

* **Complete Capstone course, peer and self-evaluations** (Peer and self-evaluations due no later than November 22).
	+ Self-evaluation: Link to be provided on November 16
	+ Peer evaluation: Link to be provided on November 16
	+ Course evaluation: Link will be sent to you through the regular course evaluation system.
* **What you say about your peers will be shared with them**. Be sure to use language that reflects what you would like to hear, and that allows your colleagues to learn and grow.

**Session 12, Monday, November 28 |** Team meeting time (in person)**Session 13, Monday, December 5|** Logistics & planning for deep dives (travel or not), group report back on context analysis, challenges/mitigation plans

**Class practice:** Troubleshooting and prioritizing, high stakes, fast pace

**Session 14, Monday, Dec 12** | Team meeting time - faculty meeting time for some (Zoom)

**PHASE 3: FIELDWORK & WORK OVER WINTER TERM**

**No classroom sessions from December 13 to January 24.** You will continue to work as a team on your project. Whether fieldwork or remote work, work on Capstone continues through Winter break.

Continue to send me weekly updates throughout the Winter term. (Please let me know ahead of time if the team plans to take a holiday and doesn’t work a particular week. I won’t look for an update that week.