

**CAPSTONE: CAP-GP Advanced Projects in Policy, Management,**

**Finance, and Advocacy I, Section 008** **Fall 2022 – Spring 2023**

**Instructor Information**

* Karin Sommer
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* Before or after class by appointment

# Course Information

* Class Meeting Times: Mondays, 6:45 pm - 8:25 pm
* Classroom: Rubin, 102
	+ Please note the second class on September 19 will be via zoom.

# 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 Learning Objectives

1. Content

Students should demonstrate the ability to:

* understand the policy and/or management context for their project;
* be familiar with relevant specialized vocabularies;
* draw on critical research related to their content area;
* connect their project with previous coursework in their broader program and specialization.
1. Process

Overall, students should demonstrate a capacity for flexibility and resilience, as shown by adapting to changing and complex circumstances, balancing competing demands, accepting uncertainty and ambiguity, and knowing when to consult with their Capstone instructor.

* 1. Project Management

Students should demonstrate the ability to:

* frame and refine the problem presented by the client;
* develop a contract with the client including scope, timeline and deliverables;
* develop an internal project workplan;
* meet deadlines and monitor their progress against the contract and workplan;
* revise contract and workplan as necessary.
	1. Client Management

Students should demonstrate the ability to:

* negotiate a contract with their client;
* develop and sustain a relationship with their client;
* maintain regular and productive communication with the client;
* solicit and integrate feedback from the client on design and deliverables;
* submit deliverables on time.
	1. Team Management

Students should demonstrate the ability to:

* diagnose and attend to interpersonal dynamics;
* define roles and useful division of labor;
* manage assignments and accountability;
* advocate points of view and negotiate differences of opinion;
* solicit and offer feedback;
* appreciate and learn from cultural and other differences.
1. Research

Students should demonstrate the ability to:

* 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;
* develop useful recommendations and/or tools and resources based on findings.
1. Communication

Students should demonstrate the ability to:

* 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.

Learning Assessment Table

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| --- | --- |
| **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 workplan | Team workplan |
| Meet deadlines and monitor their progress against the contract and workplan | Signed contract and team workplan |
| 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. You will see the applications and, in most cases, will be able to interact with prospective clients via Zoom, before marking your preferences. Once you are familiar with the projects, you will fill out a form which gives me your project rankings and other information. I will take your preferences into account along with the needs of the project, students’ previous coursework, work and life experience, student schedules, team size, and the balance of skills among the team. Ultimately, it’s my job to create teams that can do the work for the client. Teams are comprised of 3-5 students.

The class will involve presentations from the instructor, possible guest speakers, class discussion and team meetings. You should expect to work approximately 5-10 hours a week, including class time, team meetings, and project work. Course requirements include:

* enrollment in both semesters;
* attendance and participation in class activities and team meetings;
* completion of assignments on time;
* participation in project work;
* participation in meetings with clients;
* participation in preparation and presentation of findings.

Though Capstone is in-person this year, your team and client meetings do not have to be. Teams can work this out with each other and their client. I encourage the first and last meetings with the client to be in person if at all possible.

Travel is not anticipated for our section.

# Capstone Expenses:

Each capstone team is entitled to reimbursement of up to $500 of Capstone related expenses, such as photocopying, supplies, etc. None of these funds can be spent hiring others to do work that you are expected to do, like 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 Brightspace course website.

# Evaluation and Grading

Students will receive 1.5 credits for the fall semester and 1.5 for the spring semester. At the end of the first semester, students will receive a grade of “I” (Incomplete) to reflect the “work in progress” nature of the yearlong project. I will assign final grades at the end of the second semester.

Grades will be allotted to individuals, not to the team as a whole. That is, team members may receive different grades if I feel that is warranted. I will make this judgment based both on my 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. If the client’s evaluation of your work is available, I will also take that into account.

Students will be graded on both the products they deliver to their clients and evidence of progressive learning throughout the course, based on the Learning Objectives. 70% is based on work products identified in the milestones as well as any interim deliverables to the client or assigned by the faculty member. 30% is based on evidence of the individual student’s learning

during the course through participation in the team’s work and class activities, his/her ability to act on peer and faculty feedback; individual and team preparation for and performance at client meetings; and end-of-semester faculty, peer and self-evaluations.

# Required Readings and Other Resources

Course readings will be available on the Brightspace website for this course. In the first few weeks, readings include:

* Making Dumb Groups Smarter <https://hbr.org/2014/12/making-dumb-groups-smarter>
* Five Languages of Appreciation at Work [https://www.forbes.com/sites/karlmoore/2022/04/18/the-five-languages-of-appreciation-](https://www.forbes.com/sites/karlmoore/2022/04/18/the-five-languages-of-appreciation-at-work/?sh=6ac234c1437a) [at-work/?sh=6ac234c1437a](https://www.forbes.com/sites/karlmoore/2022/04/18/the-five-languages-of-appreciation-at-work/?sh=6ac234c1437a)
* Seven Steps to Running the Most Effective Meeting Possible [https://www.forbes.com/sites/forbesleadershipforum/2014/02/05/seven-steps-to-running-](https://www.forbes.com/sites/forbesleadershipforum/2014/02/05/seven-steps-to-running-the-most-effective-meeting-possible/?sh=2ccaa0e37a61) [the-most-effective-meeting-possible/?sh=2ccaa0e37a61](https://www.forbes.com/sites/forbesleadershipforum/2014/02/05/seven-steps-to-running-the-most-effective-meeting-possible/?sh=2ccaa0e37a61)
* Seeing and Naming Racism in Nonprofit and Public Organizations [http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-](http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-and-public-organizations/) [and-public-organizations/](http://www.mayenoconsulting.com/wordpress/seeing-and-naming-racism-in-nonprofit-and-public-organizations/)
* How to Promote Racial Equity in the Workplace [https://hbr.org/2020/09/how-to-promote-](https://hbr.org/2020/09/how-to-promote-racial-equity-in-the-workplace) [racial-equity-in-the-workplace](https://hbr.org/2020/09/how-to-promote-racial-equity-in-the-workplace)
* Equity vs Equality - 4 Real Examples from the Modern Workplace [https://crescendowork.com/workplace-inclusion-blog/equity-vs-equality-4-real-examples-](https://crescendowork.com/workplace-inclusion-blog/equity-vs-equality-4-real-examples-from-the-modern-workplace) [from-the-modern-workplace](https://crescendowork.com/workplace-inclusion-blog/equity-vs-equality-4-real-examples-from-the-modern-workplace)

# Course Milestones

The course has a series of milestones – both activities and products -- that guide and track your work over the course of the year. I’ve suggested time frames in parentheses, though actual timing may vary depending on the specific situation of each team and client.

These milestones include:

* Potential client presentations (August/September);
* Team formation (September);
* “Entry conference” with client and faculty to explain the process of the course, establish relationship, assess the client organization, and gather data in order to clarify the presenting problem or issue and client’s initial vision of a successful project (September/October);
* Preliminary client-team contract or work agreement (October);
* Negotiations with client to finalize contract (October/November);
* Final, signed client-team contract and detailed team workplan (October/November);
* Team charter (October/November)
* End-of-first semester self, team/peer, and course evaluations; discussion of team process and progress (December);
* January term: Continue project work (January)
* First draft of final project report to faculty (February/March);
* Second draft of final project report to faculty (March/April);
* Rehearsal of client presentation before class/faculty for feedback before presentation to client (March/April);
* Final report and presentation to client (April/May);
* End-of-second semester reflection and celebration (April/May);
* End-of-course self, team /peer, client and course evaluations (April/May);
* Presentation for Capstone Expo (May).

# Class Schedule Overview

Students should expect to meet weekly as a class or team unless agreed in class. **The sequence of classes, and due dates for assignments, could change depending on your meetings with clients and the substance of your projects**.

Note that all interim and final deliverables must come to me first before they go to the client. We may go through several rounds of revision before I feel the products are ready to be shared with the client.

Specific requirements for each class will be posted on Brightspace and emailed to you with enough lead time to prepare. **Instructions in email or Brightspace take precedence over what is written here**.

Please inform me in advance if you will miss a class or meeting.

# Fall Semester

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| **PHASE and DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| **Phase 1: CREATING TEAMS**Class 19/12/2022 | IntroductionsOverview of Syllabus &Capstone Student GuideClient presentation:Mayor’s Office to End Domestic and Gender- Based Violence (ENDGBV) | * Watch video: What is Capstone?
* Review syllabus and Student Capstone Guide
* Review capstone proposals and come to class prepared with questions
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| Class 2 | Client | * Read capstone proposals and prepare questions for
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| 9/19/22NOTE: this class will be virtual | presentations:* Children’s Rights, Inc.
* MDB, Inc.
* Her Justice Inc.

Discussion of projects | project liaison* **Due 9/23**: Student Info and Preference Form.
* Attach resume and writing sample. Make this one document. Post on Brightspace. Teams will be posted by 9/26, before class.
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| **Phase 2: TEAM LAUNCH AND PLANNING**Class 3 9/26/22 | Introduction to consulting; Preparation for entry meeting with client | **Individual*** Read Flawless Consulting, chapters 19, 1, 2, 3 (in this order)
* Watch: Capstone consulting videos: Intro, What Consulting Is and Isn’t and The Role of Technical and Interpersonal Skills

**Team*** Exchange contact information
* Schedule one get-together purely about getting to know each other. See handout for sample questions and topics (or feel free to ignore).
* Send me draft of first client email by 9/29.

Schedule initial client meeting within the next 2 weeks. I must be present and will provide my availability. |
| Class 4 10/3/22 | Team dynamics 1: Leadership styles | **Individual*** Reading: “Making Dumb Groups Smarter”
* Reading: “Five Languages of Appreciation at Work”
* Reading: “Seven Steps to Running the Most Effective Meeting Possible”
* Leadership Compass

**Team*** Be prepared to report on your background research on your client and on your team charter progress
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| Class 5 10/11/22NOTE: This is a TUESDAY, not a Monday. Monday, October 11 is fall break. Classes on Tuesday, October 12 meet on a Monday schedule. | Contracting andproject management 1Tentative: Hear from previous Capstone students | **Individual*** Reading: Flawless Consulting, Chapters 4, 5, 6, 8

and 9.* View: Consulting videos: The Project Management Triangle, Client Expectations Mgmt, Risk Mgmt, Client Mtg Mgmt.
* Read Ethics Memo for students

**Team*** Draft team charter
* In preparation of your client meeting, please share with me:
	+ An agenda
	+ A set of questions for the client

Suggestions for project scope |

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| Class 6 10/17/22 | Leadership styles 2: Leadership Compass | **Individuals*** Review and fill out Leadership Compass

**Team*** Draft contract (if have conducted client entry meeting)
* Be prepared to report on client entry meeting
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| Class 7 10/24/22 | Literature ReviewsContracting and project management | **Individual**:* Review Wagner Capstone Library Guide
* Experiment with using Bobst Library databases to identify scholarly articles regarding your topic. Be ready to show results in class.
* View Project Management tutorials (will be posted on

Brightspace. You can choose between these options:* + Project Management Foundations (about 3 hours)
		- https://[www.linkedin.com/learning/](http://www.linkedin.com/learning/) project-management-foundations- 2016/welcome?u=2131553
	+ Project Management Simplified (about 1.5 hours)
		- https://[www.linkedin.com/learning/](http://www.linkedin.com/learning/) project-management-simplified/ outlining-the-twelve-steps?u=2131553
	+ Read “Reflection-Advice Letters” from previous Capstone students

**Team**Draft contract (if have conducted client entry meeting) |
| **Phase 3: RESEARCH SKILLS AND** | Team Dynamics 2: Creating team cultures that honor everyone’s | **Individual*** Reading: “Seeing and Naming Racism in Nonprofit and Public Organizations”
* Reading: “How to Promote Racial Equity in the Workplace”
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| **PROJECT WORK**Class 8 10/31/22 | backgrounds and workstyles; | * Reading: “Equity vs Equality - 4 Real Examples from the Modern Workplace”

**Team**Continue work on team charter and client contract |
| Class 9 11/7/22 | Surveys | **Individual*** Review examples of literature reviews and be prepared to discuss strengths and weaknesses

**Team*** Final contract (depending on team)
* Draft workplan
* Final team charter
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| Class 10 11/14/22 | Interviews and focus groups; Prepare for self and team peer evaluations | **Individual*** Flawless Consulting, Ch 10 and 13

**Team*** Final contract (depending on team)
* Readings on how to give feedback
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| **Phase 4: PROJECT WORK AND FEEDBACK**Class 11 11/21/22 | Team reports Team check-ins | **Individual*** Self and team peer evaluations

**Team*** Be prepared to give update to classmates
* Final workplan
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| Class 12 11/28/22 | NO CLASS |  |
| Class 13 12/5/22 | Team and individual meetings to discuss evaluations | **Individual*** Read and reflect on evaluations
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| Class 14 12/12/22 | Team and individual meetings to discuss evaluations | **Individual*** Read and reflect on evaluations
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**January Term**

While classes don’t meet, this is generally an important time for group work. Students and faculty are expected to be available and working during this time (except for the holiday week between Christmas and New Years). If team members are planning to travel, just make sure to work things out among yourselves.

# Spring Semester

During this semester, much of the time will be set aside for teams to meet on their own or with me. We can be flexible about the need for formal class meeting times. However, as needed, we will schedule problem-solving or skill-building sessions, **so you must be available every Monday night during class time**. Also, for planning purposes, I’ve noted here some potential deadlines, **but these are preliminary and could change**.

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| **DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| **Phase 5: PROJECT WORK**Class 1 1/23/23 | Team updatesDiscuss spring scheduleData analysis | **Individual*** Flawless Consulting, ch 14

**Team*** Be prepared to give team update
* Revised work plan and team charter (using track changes)
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| Class 21/30/23 | Formatting final reports |  |
| Class 32/6/23 | NO CLASS |  |
| Class 4 2/13/23 |  | **Team*** Report outlines due 2/19
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| **Phase 6: PROJECT** | Discuss outlines | **Team** |

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| **WORK AND REPORT WRITING**NO CLASS PRESIDENTS DAY2/20/23 | Team updates | * Schedule final presentation for client. I must be present and will provide availability.
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| Class 52/27/23 | NO CLASS |  |
| Class 63/6/23 | NO CLASS | **Team:*** First draft final report
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| NO CLASS SPRING BREAK3/13/23 |  |  |
| Class 7 3/20/23 | Team updates Discuss first draftsDiscuss client presentation | **Individual*** Flawless Consulting, ch 15

**Team*** Presentation from each team on key findings from your work and draft recommendations.
* Include your “elevator pitch” on most important findings and what they mean to your project.
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| Class 83/27/23 | NO CLASS |  |
| **Phase 7: WRITING AND PRESENTING**Class 9 4/3/23 | Rehearsals of client presentations | **Team*** Draft powerpoint presentation
* Second draft of final report
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| Class 10 4/10/23 | Rehearsals of client presentations | **Team*** Draft powerpoint presentation
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|  | Prepare Capstone Expo |  |
| Class 11 4/17/23 | Rehearsals of client presentations | **Individual*** Self and team peer evaluations

**Team*** Draft powerpoint presentation
* Third and final draft of final report
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| Class 12 4/24/23 | NO CLASS |  |
| **Phase 8: CONCLUSION! EVALUATION, REFLECTION, CELEBRATION**Class 13 5/1/23 | Self and peer evaluations | **Individual*** Read and reflect on evaluations
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| Class 14 5/8/23 | Reflect and Celebrate | **Team:*** Teams should send final version of final report to me and Wagner Capstone alias (wagner.capstone@nyu.edu)
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| 5/9 & 5/10/23 | CAPSTONE EXPO | **Team*** Final posterboard or slideshow
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# Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner’s Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# 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 on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.