# **NYU Wagner logo**

# **CAPSTONE: CAP-GP - Management 004**

# **Fall 2023 – Spring 2024**

## Instructor Information

* Sonia Balaram
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* Office hours: by appointment

## Course Information

* Class Meeting Times: Mondays, 6:45 pm - 8:25 pm
* Classroom: 181 Mercer St (Paulson Center) Room 304 Loc: Washington Square

## 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**

### 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.

### 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.

#### 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.

#### 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.

#### 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.

### 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.

### 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**

|  |  |
| --- | --- |
| **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

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 classes are in-person, your team and client meetings do not have to be. Teams can work this out with each other and their client. (We do encourage the first and last meetings with the client to be in person if at all possible.)

**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. You will be graded at the end of each semester. The grade at the end of the first semester will reflect your work, participation and learning to date. I will assign final grades at the end of the second semester. Your final grade will override your fall grade (that is, your fall grade will be changed to reflect your final grade.)

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. **60%** **is based on work products** such as interim and final deliverables as well as other assignments. **40% is based on evidence of the individual student’s learning** during the course through participation in the team’s work and class activities, their 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.

## 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);
* 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 (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);

**Letter Grades**

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

| **Letter Grade** | **Points** |
| --- | --- |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |
| **C-** | 1.7 points |
| **F** | 0.0 points |

Student grades will be assigned according to the following criteria:

**(A) Excellent**: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

**(A-) Very good**: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.

**(B+) Good**: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.

**(B) Adequate**: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.

**(B-) Borderline**: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”

**(C/-/+) Deficient**: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

**(F) Fail**: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.Wagner Academic

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form 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.

The [policies of Wagner](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html) require that you complete and submit your own work. If you use ChatGPT, Bard, and other generative AI tools in your work, you must cite them. If you don’t this violates the school’s norms, and you will be held to [Wagner’s Academic Integrity Policy](https://wagner.nyu.edu/portal/students/policies/code#sec-B1).

## 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](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

**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**.

Important note about assignments: Assignments are due **Sundays at 6:00 PM** prior to class unless otherwise noted.

**Team Updates - Weekly Assignment**

**Teams will have a recurring assignment due by Sunday 6 PM.** A designed member of your team will send me an email every week by this time, copying their team members and including answers to the following questions:

What did the team accomplish this past week?

* What is on the docket for the upcoming week?
* Describe a “learning” moment - e.g., something uncovered, discovered, or realized that you plan to incorporate into your work or process going forward. Feel free to share areas where you’re struggling or haven’t quite solved yet.
* What questions do you have for me?

Fall Semester

|  |  |  |
| --- | --- | --- |
| **PHASE and DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| **Phase 1: CREATING TEAMS**  [Class 1](https://docs.google.com/presentation/d/1g8e1cZUZGW5q4wCKomAdfYo999Hz2ilFw-W38s2q-ic/edit?usp=sharing)  9/11/23 | Introductions  Overview of Syllabus & Capstone Student Guide | Please complete the following prior to our first meeting **(assignments are due by Sunday, 9/10/23 6PM)**:   * **DUE:** [Student Info Form](https://forms.gle/gMcgs1PgMTDDx9aX7) * Review syllabus ([part I](https://docs.google.com/document/d/1h-Xq50bK9agCg2R4k88nY4oBMR1VDWmm/edit?usp=sharing&ouid=107333424359400622617&rtpof=true&sd=true) and [II](https://docs.google.com/document/d/1NRgrhJv_kO9hKkVBDm5-VtyJ5MFwFFsUPK0wAbpf_Ow/edit)) and [Student Capstone Guide](https://docs.google.com/document/d/1iHH3ZNLGuyh9FFXgg9uPcnijMKDqvWIXc821LX6ZtFU/edit?usp=drive_link) * Watch video: [What is capstone](https://wagner.nyu.edu/portal/students/academics/capstone)? This an overview of what to expect in Capstone * Read the all the client proposals and **prepare questions**    + [Living City Project](https://docs.google.com/document/d/1_U6nPQpbrLKLAtxbDeRB9lqKwNiJgD91XRgRsU04y3M/edit?usp=sharing)   + [EAC Network](https://drive.google.com/file/d/1Mf7f0SBzhckdIxIf1_HYSUVdhR65dDyb/view?usp=drive_link)   + [Laurel House](https://docs.google.com/document/d/1Y6c7wxZ9WHhpNYXcWGkJnwPXPv8xDFssT7wv-L5Nj-g/edit?usp=sharing)   + [LifeScene](https://docs.google.com/document/d/1PR2vIoSVMPeTWntYJsCWZw0hvmPBGc81/edit?usp=sharing&ouid=107333424359400622617&rtpof=true&sd=true) |
| Class 2  9/18/23  ZOOM | Client presentations  Discussion of projects | * **1st Reflection Paper** - Reflect on what your most successful team projects and the ones that needed improvement. What made them a success or failure? How did you contribute to the success? Taking lessons from your experience, what do you plan on doing in your Capstone teams to ensure a successful team experience and project? See [Reflection Rubric](https://docs.google.com/document/d/1z5FPR93m3V6RYtS5wMQV1zHYI-a-A0HCnZQlMg2GCVY/edit) for more details on how reflection papers will be graded. * Share your analysis/feedback on the capstone presentations on our class [Capstone Proposals - Notes and Questions Catcher](https://docs.google.com/document/d/1HrEz2o_Fr8a4CkdB3cjlZvP5Z_zZbnANf-O8qjEzemg/edit?usp=sharing) * **Due 9/20 at 6:00 PM**: [Student Project Preference Form](https://forms.gle/7PaGvJHB4LDnjo4j7) |
| Phase 2: TEAM LAUNCH AND PLANNING  [Class 3](https://docs.google.com/presentation/d/1u7PwyZVpK6U6dIkKFQKeI6SIOQwQWIDz2UP1j004vR8/edit?usp=sharing)  9/25/23 | Team Formation  What are best practices for capstone projects?  Meet your team | What makes teams successful? What do teams need from each other in order to solve their client’s problem?  **Individual**   * What do YOU expect or need in order to be successful in this class? Come to the next class with ideas on what we can add to our class community norms. Add your thoughts and ideas on the [Class Community Agreements](https://jamboard.google.com/d/1RL_MSnx7rHlaoJuMv-O5aqLjmCYCPOabgTqGl2KwncQ/edit?usp=sharing) jamboard * Watch: [Capstone consulting video](https://cdnapisec.kaltura.com/html5/html5lib/v2.61.1/mwEmbedFrame.php/p/1674401/uiconf_id/37666341?wid=1_2nspd17d&iframeembed=true&playerId=kaltura_player_5d6439dd62758&flashvars%5BplaylistAPI.kpl0Id%5D=0_kvppacga&flashvars%5BplaylistAPI.autoContinue%5D=true&flashvars%5BplaylistAPI.autoInsert%5D=true&flashvars%5Bks%5D=&flashvars%5BakamaiHD.loadingPolicy%5D=preInitialize&flashvars%5BakamaiHD.asyncInit%5D=true&flashvars%5BtwoPhaseManifest%5D=true&flashvars%5BlocalizationCode%5D=en&flashvars%5BimageDefaultDuration%5D=30&flashvars%5BleadWithHTML5%5D=true&flashvars%5BLeadWithHLSOnFlash%5D=true&flashvars%5BforceMobileHTML5%5D=true&flashvars%5BnextPrevBtn.plugin%5D=true&flashvars%5BsideBarContainer.plugin%5D=true&flashvars%5BsideBarContainer.position%5D=left&flashvars%5BsideBarContainer.clickToClose%5D=true&flashvars%5Bchapters.plugin%5D=true&flashvars%5Bchapters.layout%5D=vertical&flashvars%5Bchapters.thumbnailRotator%5D=false&flashvars%5BstreamSelector.plugin%5D=true&flashvars%5BEmbedPlayer.SpinnerTarget%5D=videoHolder&flashvars%5BdualScreen.plugin%5D=true)s: Watch all of them; they are all short. Pay special attention to the last video which is about the Client Meeting. * **Reading:** [How Management Teams Can Have A Good Fight](https://drive.google.com/open?id=1KPQS_Pupc_G-9h11S9tEofSuxwl6tfW-) * **Read:** [Inclusive Language Guidelines](https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf) * Using what you have learned in previous teams and team building work, come up with a few team launch activities (Team agreements, ice breaker) to share with your team in class. Share ideas on our jamboard - [Team Launch Brainstorm](https://jamboard.google.com/d/1g9mXc-6wNWvYnlFJY4n_8yIBSJ46ybcokJpRJ0fu13E/edit?usp=sharing)   **Team**   * Exchange contact information |
| [Class 4](https://docs.google.com/presentation/d/1Vr2NakgU57AgNV7ASdMcjXTKsBK4tci0UGcXsHm3wAA/edit#slide=id.g15941ac21d3_0_82)  10/2/23 | Team charters | **Individual**   * You can review the slides for this week’s class here: [Class 4 - Contracts & First Client Meeting](https://docs.google.com/presentation/d/1Vr2NakgU57AgNV7ASdMcjXTKsBK4tci0UGcXsHm3wAA/edit?usp=sharing)so we can dedicate most of our class time to answering questions and Team work time. * Become an expert on your organization - Conduct background research to familiarize yourself with your client. * **Start**:  [2-hr NYU Module on Microaggression](https://stream.nyu.edu/media/Anti-RacismA+Understanding+and+Mitigating+Racial+and+Other+Microaggressions+-+Online+Module/1_4u42ux0x) * Review examples of [team charters](https://drive.google.com/open?id=1xgF36Hp_7XU_B9JGC3CHXIYEeFh7Fe1u) * Review: [Preventing Scope Creep](https://www.linkedin.com/learning/project-management-preventing-scope-creep-2018/dealing-with-it?u=2131553) * Review samples of [client contracts](https://drive.google.com/drive/folders/1F_-IAGimzGy7q5MlhYX8wtNCWMU9tFxX?usp=sharing) and be prepared with questions you have about crafting your own.   **Team**   * Create a shared google drive (invite instructor as well) to host project documents. * Send out the first client email introducing your team by 9/29/23 (Send draft to Sonia before sending to client.) * **Due:** Schedule initial client meetings within the next 2 weeks. Instructor will need to be present for the first call so please ask me about my availability before scheduling the first meeting. I suggest using doodle or a similar application to determine everyone’s availability. **Please copy me on ALL emails to the client.** * Prepare for 1st client meeting   + **DUE:** Agenda   + **DUE:** Empowering and open ended questions   + **DUE:** Outline potential project scope(s) with your team * **Due:** Outline Project Scope and Questions (please hyperlink all assignments due in the weekly update) * **Recurring Assignment: Weekly update email (**[**see examples here**](https://drive.google.com/drive/folders/1GBfXF-9pWtvoPvsJ7dstU00kGasIj03b?usp=sharing)**) -** Just to instructor for this week   + Share when and how your team will engage in one of the team launch activities.   + What would be more useful for your team for our class scheduled on 10/10, to hear from past capstone students, their experiences and lessons learned OR the full class time to meet in your teams? |
| Class 5  10/10/23  NOTE: This is a TUESDAY, not a Monday. Monday, October 9 is fall break. Classes on Tuesday, October 10 meet on a Monday schedule. | Not meeting as a class  Teams are encouraged to meet in person  Teams have the full class time to work on capstone related matters | **Due:** Draft of Team Charter  **Due:** Please send all documents related to your 1st client meeting first to Sonia to review at least 3-4 days before the meeting.   * + **DUE:** Agenda   + **DUE:** Empowering and open ended questions   + **DUE:** Outline potential project scope(s) with your team   **Due: weekly update**  **Recurring Assignment: Weekly update email (**[**see examples here**](https://drive.google.com/drive/folders/1GBfXF-9pWtvoPvsJ7dstU00kGasIj03b?usp=sharing)**) -** Just to instructor for this week. Incorporate these questions into your weekly update:   * Make this a google doc and add to the same document each week instead of creating a new one so I can look back at the progress from the previous week * Describe your client’s problem in one sentence * How will your team make feedback part of your team process and regular habits?   **Instructor check in (Optional)**  Email Sonia if you would like to meet with me as a team or individually and let me know which date/time you would like.   * Monday, October 9th   + 7:00 PM   + 7:30 PM   + 8:00 PM * Tuesday, October 10th   + 7:00 PM   + 7:30 PM   + 8:00 PM |
| [Class 6](https://docs.google.com/presentation/d/10Ykue8KyFXt9HkSxkkTHCfJIg6jXBUdUrhmF7tjlwco/edit?usp=sharing)  10/16/23  **In Person** | What are we working towards? How can backwards planning, work plans, and good team communication get my team to the finish line?  Backwards Planning from Final Report | **Team**  We would like students to break up into teams focused on the work products. Each team assigns a representative to become an “expert” on one of the following areas:   * Team 1. [Contracts](https://drive.google.com/drive/folders/1F_-IAGimzGy7q5MlhYX8wtNCWMU9tFxX) and [Work plans](https://drive.google.com/drive/u/6/folders/1FPf6Y93tlTiSHnjd4XuSVoJ1SO9p9oKn) * Team 2 . [Literature Review](https://drive.google.com/open?id=1cBzZE47O5J9pzCczAsF8bFCtqzxrAHBy) * Team 3. [Environmental Scan](https://drive.google.com/drive/folders/16wKiieJFaU_sY4Q1ds8QfkY0h9sjWht8?usp=sharing) * Team 4. Designing and Creating [Final Report](https://drive.google.com/drive/folders/1N3If9PgTR_0GnIUIod65OzOV9aKTQT0M?usp=sharing) and [Final Presentatio](https://drive.google.com/drive/folders/1WOB-gh0HYxFwJugq6o3kWbHB8AWLx4hK?usp=sharing)n   In class: report back in class on your client meeting (what went well, surprises, lessons learned, remaining questions, etc)  Weekly Update for Instructor and for Client  **Individual**  Complete: [2-hr NYU Module on Microaggression​](https://stream.nyu.edu/media/Anti-RacismA+Understanding+and+Mitigating+Racial+and+Other+Microaggressions+-+Online+Module/1_4u42ux0x) ​that you started a few weeks ago (no need to complete the worksheet)  Review copies of [​past capstone Final Report​s a](https://drive.google.com/drive/folders/1N3If9PgTR_0GnIUIod65OzOV9aKTQT0M?usp=sharing)nd be prepared to discuss strengths and weaknesses  Come to class knowing which expert team you will be part of​. Conduct research on your assigned expert area.​ Each individual student should submit a separate google doc to Sonia and their team about their deliverable before class. This pre work entails:   1. research best practices 2. look up examples on the syllabus and online ​(see folders above for each deliverable) 3. develop questions about ​your deliverable and be prepared to discuss with​ your expert team how to best share that information with the rest of their team 4. think about how that activity will support the success of your project and what are the main things about the activity you need the rest of your team to know 5. Answer questions in the [Expert Team Activity](https://docs.google.com/document/d/1jA1zkkymG8mz1gQ58U2TdKr_z_oprGOLHRuvqPhVOdQ/edit?usp=sharing) document ​related to your assigned deliverable. 6. add a google document to your team’s weekly update with name - [your name\_contracts ) or the expert team that you are on) answering questions 1, 3, 4​, 5 above. |
| Class 7  10/23/23  **Zoom** | Project Scope and Work Plans | **Individual**   * Read [Ethics Memo for students](https://docs.google.com/document/d/1_BJP0Y7a1zMQ_UqQ64VFy46VNpBCR21i/edit) * Read (optional): [Creating Value With Diverse Teams](https://brightspace.nyu.edu/content/enforced/81061-746-50768-7200-CapstoneFacult/DiStefano--diverse%20teams.pdf?ou=81061)   **Team**   * **Due:** Final Team Charter (though making revisions throughout this process is encouraged) * Project scope/contract draft - share with the class (reply all to the reminder email)   + Students should look at other teams’ draft and offer comments/questions * In Class: Be prepared to present your draft contract and project scope (include a timeline with estimated due dates so you can start to think about deadlines). Teams can share their screens and walk us through their project scope then solicit comments and questions. |
| Phase 3: RESEARCH SKILLS AND PROJECT WORK  Class 8  10/30/23  **Zoom** | Diversity, Equity and Inclusion in Teams  Guest Speaker: Emy Cardoza  6:45 PM - 7:30 PM | **Individual**   * **Read** [**Ethics Memo for students**](https://docs.google.com/document/d/1_BJP0Y7a1zMQ_UqQ64VFy46VNpBCR21i/edit) * **Read:** [**Dismantling White Supremacy in Nonprofits**](https://ynpntwincities.org/blog-1/dismantling-white-supremacy-in-nonprofits-a-starting-point) * **Read:** [**Racial Equity Principles**](https://www.whitesupremacyculture.info/racial-equity-principles.html) * **Read:** [**White Supremacy Culture Characteristics**](https://www.whitesupremacyculture.info/characteristics.html) * **In your weekly updates, please share an individual response (with your name attached) to the following questions:**   + **How might White Supremacy Culture show up in your teams or with your clients**   + **What practices can you implement in your teams and with your client to support anti-racism?**   **Team**   * Revise draft of team charter with a DEI lens * Review examples of [**work plans**](https://drive.google.com/drive/folders/1FPf6Y93tlTiSHnjd4XuSVoJ1SO9p9oKn?usp=sharing) * **Review:** [**Deck on Work Plans**](https://docs.google.com/presentation/d/1WK7wWAu3Bty3K5FpF4joc4RlL5OqlfQbOT-R5E4q7P4/edit?usp=sharing) * **Reading:**[What is PERT and how can we use it?](https://www.linkedin.com/pulse/what-pert-how-can-we-use-dave-fourie-pmp-prince2-) * **Due:** Draft of work plan |
| Class 9  11/6/23 | Environmental Scan | * Review examples of [environmental scans](https://drive.google.com/drive/folders/16wKiieJFaU_sY4Q1ds8QfkY0h9sjWht8?usp=sharing)  and make a list of any questions you have. Consider what are the strengths and weaknesses of the examples in the folder. What are some lessons/takeaways you can apply to your own environmental scan? * Come to class with your team’s preliminary plan (google doc) for tackling the environmental scan. Specifically, try to plan out the work that you intend to do for the internal scan and external scan and be prepared to share that plan.   + For example, will you interview experts? Send out surveys to participants? * Schedule time to review contract with client * **Due:** Revised Contract |
| [Class 10](https://docs.google.com/presentation/d/1Hr4QV96Sl_hOmNn8sALtzd9UQoxnXTHqJ6Rg_3K4nYw/edit#slide=id.p)  11/13/23  In person | How will your team develop a culture of feedback and reflection?  Giving and Receiving Feedback | * Weekly update   + Improv - what are some scenarios you have encountered in teams that are often difficult to navigate     - Ex. team member is late to meetings often   + Team culture - what is your team culture? * Readings:   + [Don't be nice; Be Helpful](https://hbr.org/2011/03/dont-be-nice-be-helpful.html)   + [How To Give Feedback People Can Actually Use](https://hbr.org/2017/10/how-to-give-feedback-people-can-actually-use)   + [You’ve Been Doing a Fantastic Job. Just This One Thing…](https://www.nytimes.com/2013/04/06/your-money/how-to-give-effective-feedback-both-positive-and-negative.html?pagewanted=all&_r=0&mtrref=undefined) * Optional lynda video: [Giving and Receiving Feedback](https://www.lynda.com/Leadership-Management-tutorials/Giving-Receiving-Feedback/622053-2.html?org=nyu.edu) * **Due:**  Final Signed Contract and Work Plan * This week: Draft outline of environmental scan (or find another way to show progress in the environmental scan) |
| Class 11  11/20/23  ZOOM | Literature Reviews | * Review [Wagner Capstone Library Guide](https://guides.nyu.edu/wagner/capstone) * Recommended: make appointment with librarian * Use Bobst Library databases to find scholarly articles * Review examples of [literature reviews](https://drive.google.com/drive/folders/1cBzZE47O5J9pzCczAsF8bFCtqzxrAHBy?usp=sharing) and be prepared to discuss strengths and weaknesses * In class: Share results of research and discuss lit review examples * This week: Draft outline of literature review * Optional: Complete [Literature Review Chart](https://docs.google.com/spreadsheets/d/1dWAFYoLwGVE-WREXQ-9wHwsBvSg5nxgP4oCYSHOajt0/edit?usp=sharing) * Review: [Writing Rubric](https://docs.google.com/spreadsheets/d/11-XksSNz1FCYY33n-FPIH14Gyu43f5OJMOH4EZXpxOo/edit?usp=sharing) (know how your writing will be graded) * **Reading:** [Writing a Literature Review](https://ssrmc.wm.edu/literature-review-module/) * Weekly update: Report back on how team feedback went and overall team areas of improvement and strength * Review CATME evaluations and how to fill it out |
| Class 12  11/27/23 | No Class |  |
| Class 13  12/4/23  ZOOM | Writing Reports  7:00 - 7:30 PM  Presentation by Emily Austin | * Reading: [Why No One is Reading Your Reports](https://stephanieevergreen.com/why-no-one-is-reading-your-report/) * Add questions you have about writing your reports to your weekly update so I can forward them to Emily.   + Ex. How to organize your findings? How to condense all your research into manageable pieces? |
| Class 14  12/11/23  ZOOM | Team and individual meetings to discuss evaluations | **Individual**   * Feedback forms due 12/9 at 6 pm * CATME - Please copy and paste your long answer feedback responses from the forms below into CATME since some students in the class have already completed the long answers and we would like to preserve the anonymity of the forms. I apologize for this inconvenience but I am certain it will only take a few minutes to copy and paste. * Feedback Reflection: In preparation of team feedback discussions happening next week, students should complete the forms attached by copying and saving it as “Name\_Self”, “Name\_Peer-[name of team member].”Please save as a google doc and share with me.   + [Mid Semester Feedback Forms for Self](https://docs.google.com/document/d/1L3R3dIiKovf8vown8YprhCLZsQLisWnEQoT5FTO35j0/edit?usp=sharing)   + [Mid Semester Feedback Form for Team members](https://docs.google.com/document/d/1dXkmxszo8tIQdXR-9LCisfgQXVjaGL0cfAmbysXbhMU/edit?usp=sharing)   + [Mid Semester Feedback Form for Instructor](https://docs.google.com/document/d/19BbmI40HXObPmAIOQLaYhoginkawIVlrqyVcbQEnps0/edit?usp=sharing) * Watch: [The secret to giving great feedback](https://www.youtube.com/watch?v=wtl5UrrgU8c) * Read and reflect on evaluations * Optional Reading: Difficult Conversations, ["The 'What Happened' Conversation"](https://drive.google.com/open?id=0B9OeVi8dXUWeLThSX3d6MHlFdFdHWTdGa0dMcTlHZnBFSTNR) (pp. 21-82) * Reading: [How to Handle Surprise Criticism](https://hbr.org/2010/09/how-to-handle-surprise-critici.html) * Difficult Conversations, ["The Feelings Conversation](https://drive.google.com/open?id=0B9OeVi8dXUWeR01UTDQ2ZWVTT1hmSEI5ZVFvUGF1UE5lQl9F)" (pp. 83-108) and ["The Identity Conversation”](https://drive.google.com/open?id=0B9OeVi8dXUWeMGdEVlplRlJ5M2xuWmRJZnF5RHU4LTEtR21Z) (pp. 109-128)   Team   * Weekly update - what is your plan for sharing and discussing feedback? When can your team debrief feedback with me? What is your team's plan for continuing capstone work over winter break? |
| Individual Check ins |  | **Please select a time from the google doc below for individual and team check ins:** [**https://docs.google.com/document/d/1csVHQADVzYhSSK0pvmyNAJINkI6kEiM11IRWB8NvKGc/edit**](https://docs.google.com/document/d/1csVHQADVzYhSSK0pvmyNAJINkI6kEiM11IRWB8NvKGc/edit) |

**January Term**

While classes don’t meet, this is generally an important time for group work. Students are expected to be available and working during this time (except for the holiday week between Christmas and New Year’s). If your team is 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**.

|  |  |  |
| --- | --- | --- |
| **DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| **Phase 5: PROJECT WORK**  Class 1  1/22/24 | Team updates  Discuss spring schedule | Team Updates   * Present Progress Updates * Review [Final Report Guide Book](https://docs.google.com/document/d/1FLxIQE5rFpJWwCnZ-s5w7vwecQ6t7bUc629Naey7PJw/edit?usp=sharing)  and come to class with any questions   **Due:** Draft of Literature Review and Environmental Scan |
| Class 2  1/29/24 | Final Reports | **Due:** Final Draft of Lit review and Environmental Scan  **Due:** Update Work Plan |
| Class 3  2/4/24 | NO CLASS | **Due:** Schedule Final Presentation - instructor must be present and all members of team so ensure that you have everyone’s availability prior to submitting possible dates to client |
| Class 4  2/11/24 |  | **Team**   * Due: Final Report Outline |
| **Phase 6: PROJECT WORK AND REPORT WRITING**  NO CLASS  PRESIDENTS DAY  2/19/24 | Discuss outlines  Team updates | **Team**   * Schedule final presentation for client. I must be present and will provide availability. |
| Class 5  2/26/24 |  | **Due:** Complete Findings Portion of Final Report  **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. |
| Class 6  3/4/24 |  | **Due:** Complete Recommendations Portion of Final Report |
| NO CLASS  SPRING BREAK  3/11/24 |  | Due: First draft of final report (internal) |
| Class 7  3/18/24 | Team updates  Discuss first drafts  Discuss client presentation | **Individual**   * Flawless Consulting, ch 15 |
| Class 8  3/25/24 |  | **Due:** 2nd Draft (internal)  Team Work Time (Check in with Instructor if needed) |
| **Phase 7: WRITING AND PRESENTING**  Class 9  4/1/24 |  | **Team**   * Draft slides for your final presentation * Second draft of final report |
| Class 10  4/8/24 |  | **Team**   * Draft slides |
| Class 11  4/15/24 | Rehearsals of client presentations | **Team**   * Third and final draft of final report |
| Class 12  4/22/24 | NO CLASS |  |
| Class 13  4/29/2 | Rehearsals of client presentations | * Discuss CATME and Team Evaluations * CATME Evaluations open * Decide on process for debriefing evaluations |
| Class 14  5/6/24 | Self and peer evaluations  Reflect and Celebrate | **Individual**   * Read and reflect on evaluations * **Feedback Reflection:** In preparation of team feedback discussions happening this week, students should complete the forms attached by copying and saving it as “Name\_Self”, “Name\_Peer-[name of team member].”Please save as a google doc and share with me.   + For the instructor feedback, please email it to Genesis so it will stay anonymous to me. Genesis will compile your feedback and email it to me as one document.   + It is important to frame the reflection in a way that you would want to receive feedback. Please discuss specific moments where your teammates helped move the project forward and areas/moments that they can work on or handle differently. Please read the resources below for more info on how to deliver meaningful and helpful feedback.   + [Mid Semester Feedback Forms for Self](https://docs.google.com/document/d/1L3R3dIiKovf8vown8YprhCLZsQLisWnEQoT5FTO35j0/edit?usp=sharing)   + [Mid Semester Feedback Form for Team members](https://docs.google.com/document/d/1dXkmxszo8tIQdXR-9LCisfgQXVjaGL0cfAmbysXbhMU/edit?usp=sharing)   + [Mid Semester Feedback Form for Instructor](https://docs.google.com/document/d/19BbmI40HXObPmAIOQLaYhoginkawIVlrqyVcbQEnps0/edit?usp=sharing)   **Team:**   * Teams should send final version of final report to me and Wagner Capstone alias (wagner.capstone@nyu.edu) * Submit google drive folder with Final drafts of the following to Instructor for final review prior:   + Work Plan   + Weekly check in   + Contract   + Team Charter   + Literature Review   + Environmental Scan   + Final Report   + Final Presentation   + Any additional documents created for the client * Instructor needs to sign off on the google folder above in order for you to submit to the client and Wagner * Reflection-Advice Letters to Future Capstone Students |