



**NYU**

**ROBERT F. WAGNER GRADUATE  
SCHOOL OF PUBLIC SERVICE**

**CORE-GP 1020**

**Management and Leadership (M&L) Compressed  
Fall 2023**

**Instructor Information**

**Professor Patricia Satterstrom**

**Email:** [patricia.satterstrom@nyu.edu](mailto:patricia.satterstrom@nyu.edu)

**Office hours:**

- Mondays, 12:00pm-1:00pm via [Zoom](#)
- Saturdays before class, 9:30am-10:00 am in person
- Please email me to set up individual appointment

**Course Assistant Information**

**Will Harris**

**Email:** [wh2345@nyu.edu](mailto:wh2345@nyu.edu)

**Office hours:**

- Wednesdays 4:00pm – 5:00pm via [Zoom](#)
- Saturdays after class, 4:00pm-4:30pm in person
- Please email me to set up individual appointment

**Course Information**

**Section 007**

**Information**

**Time:** Saturdays in September and October.  
9/9, 9/23, 9/30, 10/7, 10/14, 10/21, 10/28  
10:00 am to 4:00 pm

**Location:** Bobst LL138 Loc: Washington Square

**Wagner Writing  
Center** [Writing Center](#)

**Writing Non-Credit  
Classes and Support** [NONCR-GP 907 Professional Writing](#)  
09/11/2023 - 10/02/2023 Mon 10.15 AM - 12.15 PM  
[NONCR-GP 904 Grammar Fundamentals](#)  
09/30/2023 - 10/07/2023 Sat 9.30 AM - 12.30 PM  
[NONCR-GP 104 Library Research and Citation Methods](#)  
10/16/2023 Mon 5.30 PM - 6.30  
[The International Student's Guide to Writing at Wagner](#)  
10/20/2023 - 2.00 PM - 3.00 PM

**Ask a librarian:** [Ask a librarian link](#)

**Informal class  
gathering** Bubble tea at Washington Square Park (weather permitting), after class  
on September 9 or September 23.

## Course Description

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

## Course Material

1. Brightspace: You will find the course syllabus, assignments, exercises, links to readings through the NYU library, surveys, and slides here.
2. Material that needs to be purchased. **Note:** You must purchase the Harvard simulation course pack by the first day of class:
  - a. [Harvard reading course pack with six required readings](#) (\$32.90)
  - b. [Harvard simulation course pack](#) (\$15)
3. To keep costs down, I am providing you with all the articles and exercises that copyright allows me to post in NYU Brightspace. Most Harvard Business Review articles are in the [NYU library](#) (<http://proxy.library.nyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&jid=KBS9&site=ehost-live>). If this link does not work, you can:
  - a. Go to <https://library.nyu.edu>, search for: Harvard Business Review.
  - b. Click the first result in BobCat, then on the next page select the second option with articles after 1922.
  - c. Select "EBSCOhost Business Source Complete: Available from 1922."
  - d. Click "Search within this publication," then enter the article title and change the search box to search the "Title" of documents.
  - e. The first result should have the full text and PDF of the desired article.
4. Some class announcements will be distributed via e-mail. Thus, it is important that you actively use your NYU e-mail account, or have appropriate forwarding set up on [NYU Home](#) (<https://home.nyu.edu/>).
5. **Note:** If we must go virtual for unforeseen reasons, there are a couple virtual simulations that you will need to purchase, but I will negotiate to keep this price low.

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

## Learning Objectives and Skill Development

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

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

There are three learning objectives that cut across each Lesson:

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

## Assessment and Grading Policy

Due Date	Graded	Tasks (location)
Monday September 4 <sup>th</sup> , 9:00pm	Participation	Introductory writing assignment
Monday September 4 <sup>th</sup> , 9:00pm	Participation	Myers Briggs (online) + Intro survey (Qualtrics)
Wednesday September 20 <sup>th</sup> , 9:00pm	Participation	Everest team simulation (Harvard) + Report out (Brightspace Discussion)
Wednesday September 20 <sup>th</sup> , 9:00pm	Participation	Kidney case survey part 1 (Qualtrics)
Wednesday September 27 <sup>th</sup> , 9:00pm	Graded	Memo 1: Satera (Team)
Wednesday October 4 <sup>th</sup> , 9:00pm	Graded	Network (Individual Assignment)
Saturday, October 7 <sup>th</sup> , before class	Participation	Thomas-Kilmann conflict survey (Brightspace PDF)
Wednesday October 11 <sup>th</sup> , 9:00pm	Graded	Memo 2: Carolina for Kibera (Team)
Wednesday October 11 <sup>th</sup> , 9:00pm	Participation	Job crafting reflection (Discussion)
Saturday, October 14 <sup>th</sup> , before class	Feedback	Memo 3: Gap and root causes write up or research blueprint (Team)
Saturday October 21 <sup>st</sup> in class	Feedback	Memo 3: Presentation (Team)
Saturday, October 28 <sup>th</sup> , before class	Graded	Reflected Best Self (Individual)
Sunday, October 29 <sup>th</sup> , 9:00pm	Graded	Memo 3 due
Monday, October 30 <sup>th</sup> at 9:00am - Tuesday, November 7 <sup>th</sup> , 9:00pm	Graded	Final exam

**Individual assessment (65%)**

20% Participation

20% Individual writing assignments

25% Final exam

**Team assessment (35%)**

20% Two analytical memo

15% Final memo

**Participation**

Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions, and trying to understand the reasoning that underlies our colleagues' behavior. You do not have to contribute in every class, but you need to contribute sometimes or else everyone's learning suffers. We calculate your participation grade by 1) tracking comments throughout the semester and tracking your contribution to the class Discussion section on Brightspace (at minimum, we expect you to participate six times throughout the course), and 2) calculating attendance and survey / exercise submissions. If you will be absent or delayed, please email the teaching colleague.

**Extra credit:** You will get participation credit if you meet up (in-person, online, or over the phone) with a classmate and talk about careers and post something you learned in "Career Chats" in the Discussion section.

**Network writing assignment due Wednesday October 4<sup>th</sup>, 9:00pm**

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

**Reflected best self-writing assignment due Saturday, October 28<sup>th</sup>, before class**

This two-page writing exercise is meant to allow you to consider the stories you collected and analyzed, reflect on the lessons you are taking away from the course, and make concrete plans for how you will use this knowledge. Please consult [description](#) for a more in-depth assignment description of this assignment. (Two-pages or less, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Brightspace under Assignments.)

**Final exam will open on Brightspace on October 30<sup>th</sup> at 9am and due on November 7<sup>th</sup> at 9:00pm.**

The final exam will cover topics from the lecture, readings, course discussions, and your teamwork. If you come to class, do all the readings, engage in class discussions, and reflect on the material we covered, you will be well prepared. The final exam will be take-home.

**Class Teams**

You will be assigned a team to work together on one memo and the congruence model assignment. You can also discuss and debate the case analysis and recommendations before the class discussion. You are expected to do all the readings and consider the case questions before class.

## Analytical memos (Memos 1 and 2)

Your purpose in writing these memos is to engage in problem solving and provide information and recommendations to people who must make decisions about key strategic issues.

Pedagogically, this assignment provides you with the opportunity to develop your writing, analysis, and communication skills. It also gives you the ability to apply course principles and practices. For each of the memos:

- Team memo: Please include a cover page with the names of everyone who contributed to the memo and the role they played in the memo. If a group member did not contribute, do not include that person's name and s/he will not receive credit for this assignment. Everyone whose name does appear on the assignment will receive the same grade.
- Format:
  - Address a specific person.
  - Open with a very brief one-paragraph summary. What is the context, why is this important, what are the key issue(s), and your recommendation?
  - Explain your diagnosis. Why is this group/department/organization facing these issues? What are the root causes and why?
  - Provide specific recommendations that are realistic and take the individuals, context, timing, and other variables in the case into account. How should your recommendations be implemented? What are the priorities? Why are these recommendations better than a reasonable alternative?
  - The memo should be no longer than two pages (not including the cover page), single-spaced, 1-inch margins, and 12-point Times New Roman font. List references or figures, if necessary, on a concluding page. Please use paragraph headings. Remember to submit your memos on NYU Brightspace under Assignments.
- Grading:

While there is no single right answer, there are stronger and weaker memos. The group memo marks will be calculated using the following weightings:

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

We will give your memos an overall score based on the rubric above; however, the individual score you receive is determined by 90-10 grading where 10% of your score is determined by how your team grades your contribution. We provide examples below.

Overall Score (Memo)	Average team rating (Individual)	<b>Individual Score</b>
92%	100%	92%
92%	80%	90%
92%	60%	88%

Note: You must have your memo reviewed by either Professor Satterstrom, Will Harris, or the Writing Centre before submission

### **Memo 1 – Group Assignment (Satera):**

Please submit your memo by **Wednesday September 27<sup>th</sup>, 9:00pm** Remember to submit one copy per team.

- Case: Amabile, T. M. & Schatzel, E. A. (2003). The Satera team at Imatron Systems, Inc. (A). Harvard Business School Case 9-803-141.
- Target: You are a consultant hired by Rick Levinger to assess the situation and provide guidance to Gary Pinto. Please address your memo to Levinger.

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

### **Memo 2 - Group Assignment (Carolina for Kibera)**

Please submit your memo by **Wednesday October 11<sup>th</sup>, 9:00pm.**

- Case: McGinn, K. L., Kutchma, B., & Hammer, C. B. (2012). Carolina for Kibera. Harvard Business School Case 9-913-701. (available for free through [NYU library](#))
- Target: Assume you are a consultant hired by Rye Barcott to assess the situation and provide guidance. Please address your memo to Barcott.

### **Memo 3 – Final Group Assignment**

**Instructions:** The final memo should be no longer than four pages (not including the cover page and any additional figures and references), single-spaced, 1- inch margins, and 12-point Times New Roman font. Please use paragraph headings. The final assignment will be graded; however, the initial writeup assignment and presentation are meant to help guide and support you and will not be graded. Remember to submit your memos on NYU Classes under Assignments. The team member case memo will use the same grading rubric that we used for the previous two memos, and the research memo will have a separate rubric. We will also use 90-10 grading for this assignment.

#### **Option 1: Memo based on Team Members Case**

You will discuss and select one team member's case—either a performance gap or an opportunity gap that the team member 1) observed or experienced, has some authority/ownership over, and has enough information to conduct a root cause analysis, 2) is interesting and motivating for the team to tackle, 3) is measurable, 4) could impact the team member and their organization, and 5) has a clear timeline. The organization/people can be anonymized.

**Gap and root causes.** Please submit your 1-paragraph write-up by Saturday, October 14<sup>th</sup>, before the start of class.

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

**Feedback.** Each team will present their work-in-progress in class on **Saturday, October 21<sup>st</sup>**. Each team will have ten minutes to present their congruence model case followed by five minutes of feedback from the class and instructors.

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

Please submit your final memo by **Sunday, October 29<sup>th</sup>, 9:00pm.**

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

- State a succinct and compelling gap statement.
- Provide just enough (one paragraph) context, history, and organizational description for us to understand the case.
- State the root causes, why they are important, and how you came to focus on these (instead of something else). You will need to have used the Congruence Model to get to this point.
- Propose an action plan. Explain how your specific suggestions address the gap and root causes, why these are the best steps (why not an alternative and/or how will you deal with push back), and how would these be carried out.

## **Option 2: Memo About Recommended Best Practices**

Imagine Wagner's dean Sherry Glied tasked you with writing a memo to help her and her leadership team think about how to implement the latest research about new technologies and new ways of working given the school's unique context.

Please select one of the following or propose a comparable topic for this memo.

- AI and the use of artificial intelligence tools (e.g., GPT, Google Bard) in day-to-day employee (e.g., staff, faculty) work
- Working with [online labor platforms](#) and platform workers
- Using [People Analytics](#) for planning and decision-making
- Hybrid work where employees work remotely and in the office
- Your choice

**Audience.** You are writing to Dean Glied who wants to ensure that Wagner senior leadership, managers, and employees are using the latest methods and technologies in their planning and day-to-day work. Dean Glied is an award-winning researcher who prefers compelling data and logic when making decisions.

**Research.** Please read peer-reviewed academic articles, conference papers and proceedings, dissertations, industry journals, market reports, policy statements, government documents and reports, or other high-quality data sources.

**Structure.**

- Abstract/Executive Summary (< 100 words)

- Brief Background/Introduction
- Description of Methods (< 100 words)
- Overview of findings
- Recommendations for Dean Glied, including:
  - Implementation Timeline (short-term and long-term).
  - Benefits and Risks (short-term and long-term).
  - Effectiveness and Feasibility
  - Challenges to the recommendations/why not an alternative solution?
- Address these questions somewhere in the memo:
  - How do your recommendations impact Diversity, Equity, and Inclusion (DEI)? For example, accounting for biases within AI technology.
  - What are the ethical implications, if any, of your recommendations? For example, how platform work can circumvent unions.
  - What assumptions about management and leadership (especially as discussed in class) are disrupted by these new technologies and approaches? For example, what it means to be an effective team member when working in a hybrid environment.

**Minimum citations:** Please include your citations. We expect at least ten citations (APA style).

**Research Blueprint**

Please submit your 1-page write-up by Saturday, October 14<sup>th</sup> before class begins.

- Succinctly state the research question that you seek to answer in your memo to Dean Glied and why you chose it.
- Fill in an initial literature review table with three to four citations (see below).
- Provide an outline for your research paper that includes the questions that need to be addressed in the memo.

**Literature Review Table for Blueprint**

Citation	Key Takeaways	Relevance to implementation at Wagner
Paper 1		
Paper 2		
Paper 3		

**Feedback.** Each team will present their work-in-progress in class on **Saturday, October 21<sup>st</sup>**. Each team will have ten minutes to present their findings and recommendations followed by five minutes of feedback from the class and instructors.

- Pretend we are Dean Glied.
- We will be looking for 1) Content—does the research approach seem rigorous? Are the recommendations well thought out? Have they thought about the implications to DEI, to ethics, and to current M&L assumptions? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness—Are your arguments convincing? You will be able to incorporate feedback into your final memo.

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



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

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

### **NYU's Calendar Policy on Religious Holidays**

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations.

### **Statement of Academic Integrity**

All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). 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 you are unsure about what is expected and how to abide by the academic code, you should consult with me.

**Please complete by Monday September 4<sup>th</sup>, 9:00pm**

<b>Assignment</b>	<b>Description</b>
Survey 1:	<a href="#">Complete free Myers Briggs</a>
Survey 2:	<a href="#">Introductory online survey</a>
Video:	Please record a short (1 minutes or less) introduction of yourself on Brightspace in the Discussions section, including your name, where you are from, what you studied, what want to learn, and a fun fact about yourself.
Writing assignment:	<p>Please answer the following questions in as much detail as you can in 1-page, single spaced, 1-inch margins, and 12-point Times New Roman font. Please submit your write-up on NYU Brightspace under Assignments.</p> <ol style="list-style-type: none"><li>1) Briefly describe your professional experience—make sure to include any experience around management, leadership, and teamwork.</li><li>2) What are your career aspirations after NYU?</li><li>3) What are your strengths and weaknesses as an employee and a teammate?</li><li>4) Describe what you hope to learn and practice in M&amp;L.</li></ol>

## Semester Schedule

**Week 1, Day 1 - Saturday, September 9, 2023**  
**Building: Bobst LL138 Loc: Washington Square**

### Learning Objective for Lesson 1

Lesson 1	Lead and manage individuals, teams, and organizations
a.	Understand your strengths and weaknesses as a leader, manager, and employee
b.	Examine your own behavior and beliefs about leadership and managerial behavior, and contrast, debate, and integrate these ideas with the theories and observations of others
c.	Develop a self-improvement plan

Lesson 1	Introduction to Management and Leadership	Activity in class
Reading:	Gabarro, J. J., & Kotter, J.P. (2005). Managing Your Boss. Harvard Business Review, 83(1). <b>NYU library.</b>	Lesson 1 slides
Case:	Gilmartin, T. Nana Appiah. <b>Brightspace PDF.</b> Please come to class prepared to discuss: 1. What is the performance gap (the motivating problem) in this case? What caused it? 2. How did Esther and Nana’s assumptions and behaviors contribute to the performance gap? 3. What should Nana do next? 4. What should Esther have done and when should she have done it?	Case pictures
Prepare	Case prep: Gomez-Ibañez, J. A. (1986). Learning by the case method. Case Program, Harvard Kennedy School of Government. <b>NYU Brightspace PDF.</b>	Case method
Optional	Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2013). Leadership in public service (excerpt). <a href="#">NYU Brighspace PDF.</a>	

### Learning Objective for Lesson 2

Lesson 2	Build teams effectively
a.	Learn when having teams is beneficial and when it is not
b.	Thinking through who should be on the team and why

- c. Identify the impact of different types of diversity on teams
- d. Understand the components for launching an effective team

Lesson 2	Building High Performing Teams	Activity in class
Reading 1:	Haas, M., & Mortensen, M. (2016). The secrets of great teamwork. Harvard Business Review, 94(6), 70-76. <b>NYU library.</b>	Lesson 2 slides
Reading 2:	Leonard, D., & Straus, S. (1997). Putting your company's whole brain to work. Harvard Business Review, 75(4), 110-122. <b>NYU library.</b>	
Optional	Phillips, K. W. (2014). How diversity works. Scientific American, 311(4), 42-47. <b>Brightspace PDF.</b>	
Review:	Review your MBTI results. You are encouraged to set up an advising appointment with <a href="#">OCS</a> to discuss the results of your MBTI assessment.	
Watch and take notes:	Watch this 12 minute <a href="#">video about how to run an effective meeting</a> and think about how you would adapt this to your organization: <a href="https://www.youtube.com/watch?v=jtzXHre536M">https://www.youtube.com/watch?v=jtzXHre536M</a>	Team Launch
Simulation prep:	Before class, you will be assigned a role for the simulation. Please log in via Harvard Business Publishing (in the <a href="#">Harvard simulation course pack</a> ), review your information, conduct this <a href="#">system check</a> ( <a href="http://forio.com/hbp-support/#check/simulations/ob">http://forio.com/hbp-support/#check/simulations/ob</a> ).	Everest intro

Assignment	Due Wednesday, September 20 <sup>th</sup> at 9:00 pm
Team launch	Finish your team launch if you ran out of time in class.
Everest Simulation	Complete the Everest simulation (hold 2 hours for a meeting with your simulation team outside of class). Individually - briefly report out on your Everest experience in the Discussion section.
Kidney Survey	Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Kellogg DRRC. Read the role information in the <b>Brightspace PDF</b> and fill out this <a href="#">survey</a>

Assignment	Longer Term
Satera Memo	Start working with your groups on the analytical group memo – due Wednesday September 27th.

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

**Week 2, Day 2 - Saturday, September 23, 2023**  
**Building: Bobst LL138 Loc: Washington Square**

**Learning Objectives for Lesson 3**

<b>Lesson 3</b>	<b>Building and coaching teams; teamwork</b>
	<ul style="list-style-type: none"> <li>a. Manage team/group processes, relationships, and responsibilities</li> <li>b. Understand how teams can make decisions more effectively</li> <li>c. Use frameworks for evaluating team effectiveness</li> <li>d. Understand the basics of teaming</li> </ul>

<b>Lesson 3</b>	<b>Team processes and effectiveness</b>	<b>Activity in class</b>
Reading 1:	Detert, J.R. & Burris, E.R. (2016). Can your employees really speak freely? Harvard Business Review, 94(1), 80-87. <b>NYU library.</b>	Lesson 3 slides
Reading 2:	Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997). How management teams can have a good fight. Harvard Business Review, 75(4), 77-85. <b>NYU library.</b>	Everest debrief
Reading 3 (skim for content):	Roberto, M. A., (2002). Lessons from Everest: The interaction of cognitive bias, psychological safety, and system complexity. California Management Review. 45(1):136-158. NYU Brightspace PDF.	

**Learning Objective for Lesson 4**

<b>Lesson 4</b>	<b>Using your power for good</b>
	<ul style="list-style-type: none"> <li>a. Identify and learn to use your sources of power</li> <li>b. Learn about influence in written and verbal communication</li> <li>c. Practice using different influence techniques</li> </ul>

<b>Lesson 4</b>	<b>Power &amp; Influence</b>	<b>Activity in class</b>
Reading / Listening:	Long Lingo, E. & McGinn, K.L. (July-August 2020). A new prescription for power. Harvard Business Review, 98(4) 66-75. (Google article for audio option.) <b>NYU library.</b>	Lesson 4 slides
Exercise:	Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Brightspace PDF. Read the role information and complete <a href="#">survey</a> by <b>Wednesday, September 20<sup>th</sup> at 9:00 pm</b>	Role play in class
Video:	Cialdini, R. B. The Science of Persuasion: Take notes about how you would convince the Transplant Review Board to give your candidate the kidney.	
Optional video:	Heimans, J. (2014). What new power looks like. TED	

<b>Assignment</b>	<b>Due Wednesday, September 27<sup>th</sup> at 9:00 pm</b>
Satera Memo	Submit one memo per team.
Kidney case survey 2	Complete the second <a href="#">Kidney Case survey</a> as soon after class as possible:

<b>Assignment</b>	<b>Longer Term</b>
Reflected Best Self	Start thinking about contacting people for your <a href="#">reflected best self assignment</a> due Sat October 28 <sup>th</sup> .
Memo 3	Start thinking about your final memo. Consider whether you will do option 1 or 2 and start working on the gap/root causes or the research blueprint due Saturday, October 14 <sup>th</sup> before class.

**Week 3, Day 3 - Saturday, September 30, 2023**  
**Building: Bobst LL138 Loc: Washington Square**

**Learning Objectives for Lesson 5**

<b>Lesson 5</b>	<b>How to make effective and moral decision</b>	
	a.	Basics of systematic and unconscious biases
	b.	Improve your decision-making skills
	c.	Consider the role of ethics and how it is different from good intentions
	d.	Apply all of the above to demographic differences (e.g., race, gender, sexual orientation, nationality, religion, political orientation, etc.)
<b>Lesson 5</b>	<b>Decision making</b>	<b>Activity in class</b>
Reading 1:	Bazerman, M. H., Gino, F., & Shonk. K. (2016). Organizational behavior reading: Decision making. Harvard Business Publishing Education. <b>In the course pack.</b>	Lesson 5 slides
Reading 2: (skim for content)	Zhang, T., Gino, F., & Bazerman, M. H. (2014). Morality rebooted: Exploring simple fixes to our moral bugs. Research in Organizational Behavior, 34, 63-79. <a href="#">PDF</a>	
Reading 3:	Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Kellogg DRRC. Read the role information again. We are no longer thinking about how you influence the kidney board. Now we are thinking about you as the kidney board – what process and criteria would you use to select who gets a kidney?	Exercise

**Learning Objectives for Lesson 6**

<b>Lesson 6</b>	<b>How to apply best practices for inclusion</b>	
	a.	Understand research on inclusion practices in organizations
	b.	Frameworks for understanding and reducing bias in hiring
	c.	How to build a developmental network
<b>Lesson 6</b>	<b>DEI and Networks</b>	<b>Activity in class</b>
Reading 1:	Thomas-Briefeld, S. (2017). How to think differently about diversity in nonprofit leadership: Get comfortable with discomfort. Nonprofit Quarterly. <a href="https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/">Available online: https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/</a>	Lesson 6 slides
Reading 2:	Creary, S.J., Rothbard, N., & Scruggs, J. 2021. <a href="#">Improving workplace culture through evidence-based diversity, equity, and inclusion practices.</a>	



Case:	<p>Hoffman, A. (2017). How Do We Get There? EDF Manages a New Diversity Plan. William Davidson Institute (WDI) at the University of Michigan. <b>In course pack.</b> Think about the following questions:</p> <ul style="list-style-type: none"> <li>• What gap should we discuss in class?</li> <li>• How would you map the situation to the Congruence Model as you consider root causes?</li> <li>• Using the Nishi et al. (2018) model, what are some HR and diversity practices (e.g., ability-enhancing, motivation-enhancing, opportunity-enhancing) that you would recommend? Why?</li> </ul>	Case discussion
Optional:	Nishii, L. H., Khattab, J., Shemla, M., & Paluch, R. M. (2018). A multi-level process model for understanding diversity practice effectiveness. <i>Academy of Management Annals</i> , 12(1), 37-82. <a href="#">NYU Brightspace PDF</a> .	
Optional:	Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. <i>Harvard Business Review</i> , 94(7-8), 52-60. <b>NYU library</b> .	
Optional:	Creary, S. (2021). <a href="#">Evidence-based tips, strategies, and takeaways</a>	

Assignment	Assignment due Wednesday October 4 <sup>th</sup> 9:00pm
Network assignment:	Read the "Building a developmental network" guide and use this workbook to complete this exercise. On the last page of the guide and workbook are instructions for your 1-page "reflection and action" response. Please post this in Assignments.
Thomas Kilman Conflict assessment	Complete before the start of next class. PDF in <a href="#">NYU Brightspace</a> . Due Saturday, October 7th.

Assignment	Longer Term
Memo 3	Continue working on the gap/root causes or the research blueprint due Saturday, October 14 <sup>th</sup> before class.
Reflected Best Self	Continue working on reflected best self assignment.

**Week 4, Day 4 - Saturday, October 7, 2023**  
**Building: Bobst LL138 Loc: Washington Square**

**Learning Objective for Lesson 7**

<b>Lesson 7</b>	<b>How to create value</b>	
	a.	Understand the basics of negotiation
	b.	Learn how to create value for yourself and others
	c.	Gain comfort and confidence in approaching and engaging in a negotiation
<b>Lesson 7</b>	<b>Negotiation</b>	<b>Activity in class</b>
Exercise:	Thomas Kilman Conflict assessment. Complete before the start of class. PDF in <a href="#">NYU Brightspace</a>	Lesson 7 slides
Reading:	Bazerman, M. H., Gino, F., & Shonk. K. (2017). Organizational behavior reading: Negotiation. Harvard Business Publishing Education. <b>In the course pack.</b>	
Optional video:	Neale, M. (2013). <a href="#">Negotiation: Getting what you want.</a>	

**Learning Objective for Lesson 8**

<b>Lesson 8</b>	<b>Motivation</b>	
	a.	Recognizing individual and contextual differences in motivation
	b.	Learning to approach motivation holistically
	c.	Better understand the types and effects of individual and team goals
<b>Lesson 8</b>	<b>Motivation</b>	<b>Activity in class</b>
Reading 1:	Black, J. S. & Bright, D. S. (2019). Motivation. In Organizational Behavior, <a href="#">chapter 7</a> (7.1 – 7.4): <a href="https://openstax.org/books/organizational-behavior/pages/7-introduction">https://openstax.org/books/organizational-behavior/pages/7-introduction</a>	Lesson 8 slides
Reading 2:	Pfeffer, J. (2005). Putting People First: How Nonprofits that Value their Employees Reap the Benefits in Service Quality, Morale, and Funding. Stanford Social Innovation Review, 3(1), 27-33. <a href="#">NYU Brightspace PDF.</a>	
Case:	Dutton, J. (2009). Job Crafting at Burt’s Bees. Center for Positive Organizations. <b>In course pack.</b> Please come to class prepared to discuss: 1. Why do employees job craft? 2. How would you summarize the way each person crafted his or her job? What does this tell you about the options that people have in crafting their jobs?	Case discussion and job crafting exercise

Lesson 8	Motivation	Activity in class
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3. In what ways is job crafting beneficial for the four employees described in the case?
4. In general, what are the potential benefits and costs of job crafting?

Assignment	
Job crafting reflection	Finish your job crafting exercise and post a short reflection on your take-away from this exercise in Brightspace <b>Discussion</b> by October 11 <sup>th</sup> at 9:00pm.
Carolina for Kibera Memo (Group assignment)	Carolina for Kibera case available through <a href="#">NYU's HBS case study collection</a> (note: you cannot save or print the document, it's a free digital version). Due <b>Wednesday, October 11<sup>th</sup> at 9:00 pm</b>
Memo 3 part 1:	<p>Please submit assignments by <b>Saturday, October 14<sup>th</sup>, before class.</b></p> <ul style="list-style-type: none"> <li>▪ Succinctly state the gap that you will address. Explain why you know it is a gap. Explain why this is the most important gap to address.</li> <li>▪ The research blueprint includes the research question you are answering in the memo, the abbreviated literature review, and the outline.</li> </ul>

**Week 5, Day 5 - Saturday, October 14, 2023**  
**Building: Bobst LL138 Loc: Washington Square**

**Learning Objective for Lesson 9**

<b>Lesson 9</b>	<b>Problem solving &amp; Strategy</b>
a.	Analyze and understand the role of mission and theory of change
b.	Learn the key features of an organization's strategy
c.	Understand how strategies need to be monitored and adapted

<b>Lesson 9</b>	<b>Strategy</b>	<b>Activity in class</b>
Reading 1:	Meehan III, W. F., & Jonker, K. S. (2017). Chapter 1 pp. 29-33 (but feel free to skim the rest). Chapter 2 pp.49-76. Engine of impact: Essentials of strategic leadership in the nonprofit sector. Stanford University Press.	Lesson 9 slides
Case:	<p>Nelson, B.J. &amp; Hummer, A. (2004). Mission expansion: The origins of the YWCA's anti-racism campaign. In Nelson, B. Leadership and Diversity: A Case Book. UCLA. <a href="#">NYU Brightspace PDF</a>.</p> <p>Please come to class prepared to discuss:</p> <ol style="list-style-type: none"> <li>1. By 1970, in what ways was the YWCA and its work aligned and misaligned with its mission?</li> <li>2. What were the goals behind the One Imperative?</li> <li>3. Explain the approach used by members of the Conference of Black Women to reach these goals. How did the structure of the YWCA help and hurt this effort?</li> </ol>	Case discussion

**Learning Objectives for Lesson 10**

<b>Lesson 10</b>	<b>Alignment &amp; Structure</b>
a.	Identify, analyze, and address underlying issues
b.	Analyze and assess environmental context
c.	Understand and work within formal and informal structures
d.	Make tradeoffs about organizational designs

<b>Lesson 10</b>	<b>Alignment &amp; Structure</b>	<b>Activity in class</b>
Reading 1:	The congruence model: A roadmap for understanding organizational performance. Mercer Delta. <a href="#">NYU Brightspace PDF</a> .	Lesson 10 slides
Reading 2:	Bright, D. S. & Cortes, A. H. (2019). External and internal organizational environments and corporate culture. In Principles of Management chapter 4 (4.3 – 4.4)	

Reading 3	Altman, E.J., Schwartz, J., Kiron, D., Jones, R., & Kearns-Manolatos, D. (2021). Workforce Ecosystems: A New Strategic Approach to the Future of Work. MIT Sloan Management Review. pp. 3-8, 12-17. <b>NYU Brightspace.</b>
Case:	Galunic, C. & Tierney, W. D. (2015). Wildfire entertainment: Organizational Structure Archetypes. INSEAD. <b>In the course pack.</b> Please come to class prepared to discuss: What are the pros and cons of the three main organizational archetypes that Wildfire used: functional, matrix/hybrid, and divisional?

Case discussion

**Week 6, Day 6 - Saturday, October 21, 2023**  
**Building: Bobst LL138 Loc: Washington Square**

**Team Presentations.** Each team will have 10 minutes to present their team member case or research followed by 4 minutes of Q&A.

1. For the team member case you are presenting to your target (i.e., the person in the organization you are writing to). You will be graded on: 1) Content—does the gap, root cause(s), congruence model, and action plan make sense? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness—Are you convincing and memorable?
2. For the research memo you will be graded on: 1) Content—does the research approach seem rigorous? Are the recommendations well thought out? Have they thought about the implications to DEI, to ethics, and to current M&L assumptions? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness—Are your arguments convincing?

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

**Learning Objective for Lesson 12**

<b>Lesson 12</b>	<b>Problem solving &amp; Strategy</b>	
	a.	Identify, analyze, and use organizational culture
	b.	Understand the impact of organizational culture on an organization’s ability to benefit from diversity
<b>Lesson 12</b>	<b>Organizational culture</b>	
		<b>Activity in class</b>
Reading 1:	Schein E. H. (2016). Organizational culture and leadership defined (pp.3-7). The three levels of culture (Ch2, pp. 17-30). Organizational culture and leadership: A Dynamic View. San Francisco: Jossey-Bass Inc. NYU Brightspace PDF.	Lesson 12 slides
Reading 2:	Barsade, S., & O’Neill, O. A. (2016). Manage your emotional culture. Harvard Business Review, 94(1), 58-66. <b>NYU library.</b>	
Reflection:	Please come to class prepared to discuss: 1. Reflect on your organization’s culture. 2. What are the artifacts, values, and assumptions that define your organization’s culture? 3. How would you describe the emotional culture of your organization?	
Optional reading:	Thomas, D. A., & Ely, R. J. (1996). Making differences matter. Harvard Business Review, 74(5), 79-90. NYU library.	

<b>Assignment</b>	<b>Assignments Due</b>
Reflected Best Self	Reflected best self-assignment due October 28 <sup>th</sup> before class.
Final Memo	Final memo due October 29 <sup>th</sup> at 9:00pm.

**Week 7, Day 7 - Saturday, October 28, 2023**  
**Building: Bobst LL138 Loc: Washington Square**

**Learning Objective for Lesson 13**

<b>Lesson 13</b>	<b>Creating change within or across organizations, communities, policy areas</b>
	<ul style="list-style-type: none"> <li>a. Understand the basic elements of using your story to create change</li> <li>b. Understanding how to convey information convincingly and succinctly</li> <li>c. Map the power structure in your team, organization, and/or coalition</li> <li>d. Understanding the individual, team, organizational, and leadership components of leading change.</li> </ul>

<b>Lesson 13</b>	<b>Leading change</b>	<b>Activity in class</b>
Reading 1 (skim for content):	Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. <i>Academy of Management Annals</i> , 12(2), 752-788. <b>NYU Brightspace PDF.</b>	Lesson 13 slides
Reading 2 (skim for content):	Ganz, Marshall. 2010. Leading Change. In Nohria & Khurana (ed.) <i>Handbook of Leadership Theory and Practice</i> . Harvard Business Press. (Skim for content). <b>NYU Brightspace PDF.</b>	In-class exercise
Watch and take notes:	Watch this 7 minute <a href="https://www.youtube.com/watch?v=eSGkeXsaXSY">video about story boarding:</a> ( <a href="https://www.youtube.com/watch?v=eSGkeXsaXSY">https://www.youtube.com/watch?v=eSGkeXsaXSY</a> )	

**Learning Objective for Lesson 14**

<b>Lesson 14</b>	<b>Leadership</b>	
	<ul style="list-style-type: none"> <li>a. Building self-awareness</li> <li>b. Building tools to increase performance during crisis</li> <li>c. Practicing creating and communicating a personal leadership vision</li> <li>d. Understanding principles of leadership, particularly in the public and non-profit sectors</li> </ul>	
<b>Lesson 14</b>	<b>Bringing it all together</b>	<b>Activity in class</b>
Case:	Satterstrom, P., Nisenkier, R., & Quinn, A. The Fund Excluded Workers Campaign.	Lesson 14 slides

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

**Final exam will open on Brightspace on October 30<sup>th</sup> at 9am and will be due on November 7<sup>th</sup> at 9pm.**



### Additional Optional Readings

Management & Leadership	
Self-reflection	Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. <i>Harvard Business Review</i> , 83(1), 74-80.
Leadership	Gallo, A. (July 26, 2012). Why aren't you delegating? HBR The science of success podcast. (2017). Evidence reveals the most important skill of the 21 <sup>st</sup> century (self-awareness) with Dr. Tasha Eurich.
Increasing equity	<ul style="list-style-type: none"> <li>● Morgan Roberts, L. &amp; Mayo, T. (2019). Toward a racially just workplace. (Part of a 5-part series on “Advancing Black Leaders”). HBR</li> <li>● Livingston, R. (2020). How to promote racial equity in the workplace. <i>Harvard Business Review</i>, 98(5), 64-72.</li> <li>● Kaplan, S. (2020). <a href="#">Why the ‘business case’ for diversity isn’t working</a>. Fast Company</li> <li>● Druhan, C. (2020). Moving beyond the business case for queer and trans inclusion. <i>IN Magazine</i></li> <li>● Dobbin, F., &amp; Kalev, A. (2016). Why diversity programs fail and what works better. <i>Harvard Business Review</i>, 94(7-8), 52-60. <a href="#">NYU library</a>.</li> <li>● Chang, E.H., Milkman, K.L., Zarrow, L.J., Brabaw, K., Gromet, D.M., Rebele, R., Massey, C., Duckworth, A.L. and Grant, A., (July 9, 2019). Does Diversity Training Work the Way It’s Supposed To?. <i>Harvard Business Review</i>. <a href="#">NYU library</a>.</li> <li>● Pedulla, D. (May 12, 2020). Diversity and inclusion efforts that really work. <i>Harvard Business Review</i>.</li> <li>● Business Wire (2011). When Fair Goes Foul: MIT Sloan Researcher Finds That Efforts to Promote Workplace Meritocracy Can Have the Opposite Effect. <a href="http://www.businesswire.com/news/home/20110502006774/en/Fair-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77">Available online:</a> <a href="http://www.businesswire.com/news/home/20110502006774/en/Fair-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77">http://www.businesswire.com/news/home/20110502006774/en/Fair-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77</a></li> </ul>
Diversity	<ul style="list-style-type: none"> <li>● Phillips, K. W. (2014). How diversity works. <i>Scientific American</i>, 311(4), 42-47. <a href="#">Brightspace PDF</a>.</li> <li>● Pisano, G. P. (2017). <a href="#">Neurodiversity as a Competitive Advantage</a>. HBR</li> <li>● <a href="#">Creary, S. website</a></li> <li>● Ely, R. J., &amp; Thomas, D. A. (2001). Cultural Diversity at Work: The Moderating Effects of Work Group Perspectives on Diversity. <i>Administrative Science Quarterly</i> 46(2), 229–273. (This is an academic article, and it might seem long and dense, so skim it to understand the main findings.)</li> </ul>
	<ul style="list-style-type: none"> <li>● Mannix, E. &amp; Neal, M. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. <i>Psychological Science in the Public Interest</i>, 6(2), 31-55.</li> </ul>

Crisis	<ul style="list-style-type: none"> <li>● <a href="#">Thriving in trying times</a>. Center for positive organizations.</li> <li>● <a href="#">Managing working parents during the pandemic</a>. Harvard Business Review, IdeaCast</li> </ul>
Reducing sexual harassment	<ul style="list-style-type: none"> <li>● Dobbin, F. &amp; Kalev, A. (2020). Why sexual harassment programs backfire. Harvard Business Review 98 (3), p44-52.</li> </ul>
Providing feedback	<ul style="list-style-type: none"> <li>● Mavis and company</li> </ul>
Decision making	<ul style="list-style-type: none"> <li>● Dovidio, J. F., &amp; Gaertner, S. L. (2005). Color blind or just plain blind. The Nonprofit Quarterly, 12(4). <a href="#">Available online: https://nonprofitquarterly.org/2005/06/21/color-blind-or-just-plain-blind-the-pernicious-nature-of-contemporary-racism/</a></li> <li>● <a href="http://ncase.me/polygons/">http://ncase.me/polygons/</a></li> </ul>
Negotiation	<ul style="list-style-type: none"> <li>● Gallo, A. (March 17, 2016). How to disagree with someone more powerful than you. HBR.</li> <li>● Castrillon, C. (2020). <a href="#">How to negotiate a job offer during COVID</a>. Forbes</li> <li>● Malhotra, D., &amp; Bazerman, M. H. (2008). Confronting lies and deception. Negotiation genius: How to overcome obstacles and achieve brilliant results at the bargaining table and beyond (pp.196-218). Bantam. <a href="#">NYU Brightspace PDF</a>.</li> <li>● Hernandez, M., Avery, D. R., Volpone, S. D., &amp; Kaiser, C. R. (2018). Bargaining while Black: The role of race in salary negotiations. Journal of Applied Psychology, 104(4), 581-592. <a href="#">NYU Brighspace PDF</a>.</li> <li>● Bowles, H. R., Thomason, B. J., &amp; Bear, J. B. (2019). Reconceptualizing What and How Women Negotiate for Career Advancement. Academy of Management Journal.</li> </ul>
Voice implementation	<ul style="list-style-type: none"> <li>● Satterstrom, P., Kerrissey, M., &amp; DiBenigno, J. (2020). <a href="#">The Voice Cultivation Process: How Team Members Can Help Upward Voice Live on to Implementation</a>. Administrative Science Quarterly, 0001839220962795.</li> </ul>
Public speaking	<ul style="list-style-type: none"> <li>● Watch this <a href="#">public speaking for quiet people video</a>: (<a href="https://www.youtube.com/watch?v=Egq6IPUMgh4">https://www.youtube.com/watch?v=Egq6IPUMgh4</a>)</li> </ul>
Helping	<ul style="list-style-type: none"> <li>● Fisher, C. M., Amabile, T. M., &amp; Pillemer, J. (2021). How to help (without micromanaging). Harvard Business Review</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>● <a href="#">The surprising truth about what motivates us</a></li> </ul>
	<ul style="list-style-type: none"> <li>● Cherry, K. <a href="#">The psychology of flow</a>.</li> </ul>
Meetings	<ul style="list-style-type: none"> <li>● Whetten, D. A., &amp; Cameron, K. S. (2005). Conducting Meetings. In Developing Management Skills (6th ed.), pp. 583-591. Upper Saddle River, NJ: Prentice Hall. (On reserve at NYU Bobst)</li> </ul>

<b>Virtual work</b>	
Virtual mgmt	<ul style="list-style-type: none"> <li>● Davey, L. (2017). How to resolve conflicts with a remote coworker. HBR: Giving Feedback.</li> <li>● Nawaz, S. (2020). How managers can support remote employees. HBR: Communication.</li> <li>● Carucci, R. (2020). How to manage an employee who's struggling to perform remotely. HBR: Managing People.</li> <li>● Larson, B.L., Vroman, S.R., &amp; Makarius, E. E. (March 18, 2020). A guide to managing your (newly) remote workers. HBR: Leading Teams</li> </ul>
Virtual meetings	<ul style="list-style-type: none"> <li>● Axtell, P. (2016). What everyone should know about running virtual meetings. HBR</li> <li>● Axtell, P. (2016). When your boss is terrible at leading meetings. HBR</li> <li>● Hale, J., &amp; Grenny, J. (2020). How to get people to actually participate in virtual meetings. HBR</li> <li>● Molinsky, A. (2020) Virtual meetings don't have to be a bore. HBR</li> <li>● Raffoni, M. (2020). 5 questions that (new) virtual leaders should ask themselves. HBR</li> </ul>
<b>Teams</b>	
Videos about teams	<ul style="list-style-type: none"> <li>● Professor Leigh Thompson (she and I think similarly / differently about topics)</li> <li>● <a href="#">How to build trust on your virtual team</a></li> </ul>
Books about teams	<ul style="list-style-type: none"> <li>● Hackman, J. R., &amp; Hackman, R. J. (2002). Leading teams: Setting the stage for great performances. Harvard Business Press.</li> <li>● Wageman, R., Nunes, D. A., Burruss, J. A., &amp; Hackman, J. R. (2008). Senior leadership teams: What it takes to make them great. Harvard Business Review Press.</li> <li>● Hackman, J. R. (2011). Collaborative intelligence: Using teams to solve hard problems. Berrett-Koehler Publishers.</li> <li>● Thompson, L. L., &amp; Thompson, M. (2008). Making the team: A guide for managers. Pearson, 6<sup>th</sup> Ed.</li> <li>● She has many <a href="#">popular press articles</a></li> </ul>
Podcasts about teams	<ul style="list-style-type: none"> <li>● TED Business sometimes includes teams</li> </ul>
	<ul style="list-style-type: none"> <li>● <a href="#">Teams in primary care with Ann O'Malley and Patricia Satterstrom</a></li> </ul>

Virtual teams	<ul style="list-style-type: none"> <li>● <a href="#">Managing Virtual Teams Executive Brief</a>. CEB HR Leadership Council.</li> <li>● Ferrazzi, K. (2014). Getting virtual teams right. Harvard Business Review, 92(12), 120-123.</li> <li>● Bakken, R. (2018). Challenges to managing virtual teams and how to overcome them</li> <li>● Gardner, H. K. and Matviak, I. (2020). Coronavirus could force teams to work remotely. HBR: Leading Teams.</li> <li>● Greer, L. (2020). <a href="#">Why remote work makes teams (and leaders) better</a></li> </ul>
Leading teams	<ul style="list-style-type: none"> <li>● Prof Amy Edmondson’s Ted Talk: How to turn a group of strangers into a team</li> <li>● Articles and podcasts compiled</li> <li>● Watkins, M. D. (2016). <a href="#">Leading the team you inherit</a>. HBR</li> <li>● <a href="#">Duhigg, C. “What Google learned from its quest to build the perfect team.” The New York Times. February 25, 2016.</a></li> <li>● Lau, D. C., &amp; Murnighan, J. K. (1998). Demographic diversity in faultlines: The compositional dynamics of organizational groups. Academy of Management Review, 23(2), 325-340.</li> <li>● Lee Cunningham, J., Gino, F., Cable, D., &amp; Staats, B. (2020). Seeing oneself as a valued contributor: social worth affirmation improves team information sharing. Academy of Management Journal, NYU Classes PDF. This article is summarized in this <a href="#">video</a>: <a href="https://www.youtube.com/watch?app=desktop&amp;v=jcu_MU7UieQ&amp;feature=youtu.be">https://www.youtube.com/watch?app=desktop&amp;v=jcu_MU7UieQ&amp;feature=youtu.be</a>.</li> </ul>