CORE-GP 1020.003
Management and Leadership (M&L)
Fall 2023

Faculty Information
Professor Judy Pryor-Ramirez ("Professor J")
Email: jpramirez@nyu.edu
Office hours: By appointment only, please email.

Course Assistant Information
Ashna Gupta
Email: ag6100@nyu.edu
Office hours: Tuesdays from 6:45p-8:45pm ET

Course Logistics
Time: Wednesdays, 4:55-6:35pm
Location: GCASL, Room 265

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 Design & Pedagogy
The course combines conceptual and experiential approaches to management and leadership therefore is divided into three contexts of learning and practice: (1) SELF: Managing Yourself; (2) TEAMS: Managing People & Leading Teams; (3) ORGANIZATION: Managing Organizations.

Readings will introduce key concepts and useful ways of thinking about common situations in managing public service 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.

**Syllabus is subject to change with one week’s notice**
Learning Objectives
There are three learning objectives that cut across each class:

1. Analytical Thinking and its supporting skillset are 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 are as follows:
   a. Recognize the importance of clear communication with stakeholders
   b. Prepare effective, clear, and organized written reports and presentations
   c. Conduct effective meetings and facilitate group/team discussions

Course Material

- **Brightspace Page**: You will find the course syllabus, assignments, exercises, and links to readings through the NYU library, surveys, and slides here

- **Course Material**: To keep costs down, I am providing you with most of the readings and case studies that copyrights allow me to post in Brightspace.
  - Simulation Coursepack: You only need to purchase the *coursepack* for the team simulation for $25.00 by 9/20 for the professor to set up the simulation on the system's back end.
  - Textbook: We will use several chapters from *Management in a Changing World* by Imani, Wong and Ahuja. This book is available online at NYU Libraries or you can purchase it.

Course Schedule (see Brightspace for links to readings)

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic &amp; Guiding Question</th>
<th>Readings &amp; Assignments Due</th>
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<tbody>
<tr>
<td>9/6</td>
<td>Introduction to Management and Leadership&lt;br&gt;Guiding question: How can we challenge conventional wisdom about the history and practices of management and leadership?</td>
<td><em>The Messy Link Between Slave Owners and Modern Management</em> by Johnson&lt;br&gt;Chapter 1 - The Fundamentals of Effective Management in Management in a Changing World by Imani, Wong and Ahuja&lt;br&gt;<em>The Incomplete Leader</em> by Russell</td>
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<td>9/13</td>
<td>Tending to Personal Ecology: Vision and Values&lt;br&gt;Guiding question: What values</td>
<td><em>Chapter 2 in The Leader You Want to Be</em> by Su&lt;br&gt;<em>Resonant Leadership</em> by McKee, Johnston, and Boyatzis</td>
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<td>underpin my leadership, and how do they support my vision?</td>
<td>Assignment due before class: Complete the activities in Chapter 2 - Resonant Leadership and bring your responses to class.</td>
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| 9/20       | Tending to Personal Ecology: Emotional Intelligence | Purchase [simulation coursepack](#)  
Chapters 3 and 7 in The Color of Emotional Intelligence by Harris  
Chapter 5 in The Leader You Want to Be by Su
Assessments due before class: EQ Assessment (45 min) and DEI Assessment (30 min) TBA on 9/13. |

**Unit 2: The Team Context**

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<th>Class Date</th>
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| 9/27       | Introduction to Teams: Simulation Day 1  
Guiding question: How can we practice making decisions and prioritizing as individual contributors and leaders? | Assignment: Submit your completed [Team Launch Doc](#) to Brightspace by 9/27, 1:30PM EST  
Read simulation materials in the online [coursepack](#).  
Chapter 5- Making Decisions & Prioritizing in Management in a Changing World by Imani, Wong and Ahuja |
| 10/4       | Introduction to Teams: Simulation Day 2  
Guiding question: How can we practice managing others when we aren't directly reporting others? How do we manage the expectations of others? | Chapter 10 - Managing Up and Sideways in Management in a Changing World by Imani, Wong and Ahuja |
| 10/11      | Building Effective & Diverse Teams  
Guiding question: What are the benefits and limits of an effective and diverse team? | [Building an Effective Team](#) by Hill  
[Secrets of Teamwork](#) by Haas and Mortensen  
[How Diversity Makes Us Smarter](#) by Phillips  
Assignment due before class: 1 page Field Note due to Brightspace (this will help you have immediate notes to write the midterm reflection essay) |

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| 10/18      | Leveraging Power & Persuasion  
Guiding question: What role does power play in management and leadership and what role do social identities play in power? | **A New Prescription for Power** by Long-Lingo and McGinn  
**Power Analysis for Social Change** by Petit  
**The Power of Persuasion** by Cialdini |
| 10/25      | Engaging in Communication & Collaboration  
Guiding question: How does effective communication support collaboration? (e.g., delegation!) How do institutional and individual logics help or hinder our ability to collaborate?  
Guest Facilitator: Laura Gale | Chapter 3 - Delegating Effectively in Management in a Changing World by Imani, Wong and Ahuja  
**When Leaders Struggle with Collaboration** by Carruci and Velasquez  
Optional: **The Back-of-the-Envelope Guide to Communications Strategy** by Cristiano and Neimand |
| 10/25      | Moving through Conflict & Negotiation  
Guiding question: What role does conflict play in my management practice? What are the best practices for negotiation?  
| **Strategies for Negotiation** by Harvard Law School  
Read the pre-simulation materials to be provided by Monday, 10/30  
In-Class Simulation - details to be provided to teams by 10/25 |
| 11/8       | Organizational Alignment & Strategy  
Guiding question: How does an organization’s strategy support alignment? | References: **How to Read and Write a Case Study** and **Congruence Model**  
Case Study: **Washington Avenue City of Philadelphia** (in-class with teams)  
(SKIM THIS) **Strategic Management in Public Administration** by Byrson and George  
Optional: **The Secrets to Successful Strategy Execution** by Nielson, Martin and Powers |
| 11/15      | Organizational Design & Structures  
Guiding question: What role do organizational design and its structures play in an organization’s | Case Study: **Partnership for Parks NYC** (Teams A) or **Carolina for Kibera** (Teams B)  
(SKIM) **Hierarchical Organizational Structure and Leadership** by Saiti and Stefou |

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<tr>
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<td>strategy and alignment</td>
<td>Optional: <a href="#">Continuous Participatory Reorganization by August</a> and <a href="#">Understanding Organizational Structures by SHRM</a></td>
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<tr>
<td>11/22</td>
<td>No Class - Thanksgiving Holiday</td>
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<td>11/29</td>
<td>Organizational Culture</td>
<td>Case Study: <a href="#">Fostering Success</a> (individual)</td>
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<td>Guiding question: How does organizational culture impact the other organizational building blocks of strategy and structure?</td>
<td><a href="#">Organizational Culture and Leadership by Shein</a></td>
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<td></td>
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<td>Chapter 11- Building a Healthy Cultures in Management in a Changing World by Imani, Wong and Ahuja</td>
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<td>Optional: <a href="#">Awake to Woke report</a> by Equity in the Center</td>
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<td>12/6</td>
<td>Leading Change &amp; Managing Resistance</td>
<td>Case Study: <a href="#">Food Runners</a> and <a href="#">Make the Road</a> (in-class with teams)</td>
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<td>Guiding question: How do we lead change in challenging times and manage resistance from multiple stakeholders?</td>
<td><a href="#">Leading Change</a> by Kotter</td>
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<td><a href="#">Operationalizing Racial Equity</a> by Yang-Clayton and Richardson</td>
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<td>Optional: <a href="#">The 10 Essential Principles of Implementation Leadership</a> by Tapia and Walker</td>
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<td>*In-class peer feedback loop on the OrgD Team Gaps and Root Cause Statements.</td>
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<tr>
<td>12/13</td>
<td>Project Presentations</td>
<td>No Readings Due</td>
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<td></td>
<td>Guiding question: What can we learn by diagnosing our organizational dilemmas with the Congruence Model and making recommendations?</td>
<td><strong>In-Class Presentations</strong></td>
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<tr>
<td>12/20</td>
<td>Finals Week <strong>No Class Meeting</strong></td>
<td>Final Exam to be released on 12/14</td>
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<td></td>
<td>Final Exam must be submitted for grading on Brightspace by Friday, 12/22 11:59pm ET</td>
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**Assignments and Grading Scale**
Your grade in this course will be assessed with these assignments and in the following way:

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<table>
<thead>
<tr>
<th>Graded Course Elements</th>
<th>Due Date</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>Weekly active in-class participation</td>
<td>N/A</td>
<td>15%</td>
</tr>
<tr>
<td>Self-Assessments (EQ, DEI, and Leadership Style)</td>
<td>9/20, 4pm ET</td>
<td>Pass/Fail</td>
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<tr>
<td>Unit 1 Assessment: Reflection Essay</td>
<td>9/25, 12pm ET</td>
<td>10% (Student Grading)</td>
</tr>
<tr>
<td>Team Launch Document</td>
<td>9/27, 4pm ET</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Unit 2 Assessment: Take Home Midterm Exam</td>
<td>11/6, 11:59pm ET</td>
<td>15%</td>
</tr>
<tr>
<td>In-Class Case Study Memos (2)</td>
<td>11/8 and 12/6</td>
<td>Pass/Fail (Student Grading)</td>
</tr>
<tr>
<td>Team Case Study Memo</td>
<td>11/15, 4pm /ET</td>
<td>10%</td>
</tr>
<tr>
<td>Individual Case Study Memo</td>
<td>11/29, 4pm ET</td>
<td>10%</td>
</tr>
<tr>
<td>OrgD Team Project</td>
<td>12/13, in-class</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>12/22, 11:59pm ET</td>
<td>20%</td>
</tr>
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**In-Class Participation**
Each of us brings different and relevant experiences to the classroom, so we will learn from each other, challenge our assumptions, and try to understand the reasoning underlying our colleagues’ behavior. The only way to conduct a sharp case analysis and contribute insightful comments is to read the cases and articles carefully and complete the exercises, reflecting on how they inform situations you have experienced.

**Teams**
This semester, you will participate in two kinds of teams for in-class simulations, class breakout groups, case study assignments, and the OrgD Team Project: Work Team and Leadership Compass Team.

**Case Studies**
We will complete four case studies in Unit 3 to sharpen your analysis skills and prepare for the final exam.
- You will complete two in-class case studies to prepare for writing case studies and the final exam.
- Then, you will work with your Work Team to continue practicing collaboration and build analytical thinking/memo writing skills.
- Finally, you will submit individually to hone your analytical thinking/memo writing skills in preparation for the final exam.

**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.

**ChatGPT Guidance**
The policies of Wagner 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 the guidance outlined in Wagner’s Academic Integrity Policy.

**Professor J’s Classroom Policies**
- Attendance and Punctuality: You are expected to attend all class sessions and arrive at class on time. Please email me if they will miss class and it is the responsibility of the student to make up all work if absent from class. If more than three or more unexcused absences, your final grade will be negatively
reflected in your participation grade. For prolonged absences, the student must notify me, your academic advisor and/or The Dean's Office.

- Changes to readings/assignments: This syllabus is subject to change. Pre-assigned readings may be adjusted and occasionally supplemental reading or small exercises may be added throughout the course to enhance learning. If this is the case, I will update the assignments or make adjustments on Brightspace at least one week before the due date. My goal is to notify you with plenty of time for anything that might affect your schedule and workload.

- Late assignments: Please request permission from me at least 48 hours in advance of the due date if you expect your assignment to be late. Late assignments without prior notification will result in a Zero grade or F. If more than three or more assignments are late in the course without prior notification, your final grade will be negatively affected. Approved extenuating circumstances do not apply in this case.

- Revise & Resubmit: Towards the goal of continuous improvement, I welcome revised and resubmitted assignments for re-evaluation. This must be arranged with me in advance with a new deadline. Late assignments are not eligible for "revise and resubmit" consideration. You may only revise and submit one assignment per semester.

- Eating & Drinking: Eating and drinking are permitted as long as your meal does not interfere with teaching and learning (i.e., loud eating sounds and packaging, etc.)

NYU’s Calendar Policy on Religious Holidays
NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please email me at least one week prior to the next class if you should be absent for a religious holiday.

Wagner Writing Center
The Wagner Writing Center offers writing support through tutors, workshops, and a writing series.

NYU Writing Center
NYU’s general writing support center is a place where one-on-one teaching and learning occurs, and where the work always focuses on writing. Experienced consultants assist NYU students, faculty, and staff with their work at any stage in the writing process. They work with individuals on essays, lab reports, personal statements, poems, stories, and other written texts. Writers may schedule one appointment per week, up to two weeks ahead of time, using their online scheduling system. Appointments normally are 45 minutes in length. The Writing Center is located at 411 Lafayette, 3rd floor. For more information or to schedule an appointment, please go to NYU Writing Center’s website.

Library Resources
There are comprehensive resources to complete assignments on the NYU Libraries website. Visit the public and nonprofit management research guide page:
If you are unclear about how to properly attribute research or ideas you are using in your work, please consult the NYU Libraries Citation Style Guide or Ask a librarian. For this class, any citation style is acceptable as long as you are consistent. As an example, Harvard Business School has a comprehensive guide to Chicago Style. Also commonly used in the public service field is the APA style.

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 formal accommodations, please visit the Moses Center for Students with Disabilities (CSD) website, call 212- 998-4980, or email mosescsd@nyu.edu for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.

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Land Acknowledgement
In the spirit of truth and equity, it is with gratitude and humility that we acknowledge that we are gathered on the sacred homelands of the Lenape people, who are the original stewards of this land. We honor and pay respect to their ancestor’s past and present, as well as to future generations and we recognize their continuing presence in their homelands. We understand that our acknowledgment requires those of us who are settlers to recognize our own place in and responsibilities towards addressing inequity and that this ongoing and challenging work requires that we commit to real engagement with the Lenape people to build an inclusive and equitable space for all. (Adapted from Bard College)

Justice, Equity, Diversity and Inclusion Statement
In this class, we seek to materialize our commitment to justice, equity, diversity and inclusion through dialogue and rigorous study. We strive to create a learning environment that upholds values that meaningfully include the voices, works, and ideas of communities and cultures historically and systematically excluded from higher education. In this class, we will aim to work on the four levels of oppression (ideological, institutional, interpersonal and individual) to address the implicit and explicit ways racism, sexism, classism, ableism, homophobia, transphobia, religious and other forms of oppression impact the learning process. As your professor, I am committed to fostering and maintaining an inclusive community in which all gender identities and expressions are valued and validated. To create a gender-inclusive environment for faculty, students, and visitors, I encourage all members of the class to indicate the pronouns they use for themselves, if desired, in class and in electronic communications, and in other settings, and I will encourage and enforce the respect of pronoun usage. (Adapted from Bard College)

“When everyone in the classroom, teacher and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful.”

– bell hooks, Ph.D. (1952-2021)

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