

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

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

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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.

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)

Class Date	Topic & Guiding Question	Readings & Assignments Due
9/6	<p>Introduction to Management and Leadership</p> <p>Guiding question: How can we challenge conventional wisdom about the history and practices of management and leadership?</p>	<p>The Messy Link Between Slave Owners and Modern Management by Johnson</p> <p>Chapter 1 - The Fundamentals of Effective Management in Management in a Changing World by Imani, Wong and Ahuja</p> <p>The Incomplete Leader by Russell</p>
Unit 1: The Individual Context		
9/13	<p>Tending to Personal Ecology: Vision and Values</p> <p>Guiding question: What values</p>	<p>Chapter 2 in The Leader You Want to Be by Su</p> <p>Resonant Leadership by McKee, Johnston, and Boyatzis</p>

Class Date	Topic & Guiding Question	Readings & Assignments Due
	underpin my leadership, and how do they support my vision?	Assignment due before class: Complete the activities in Chapter 2 - Resonant Leadership and bring your responses to class.
9/20	<p>Tending to Personal Ecology: Emotional Intelligence</p> <p>Guiding question: How does understanding self and social awareness aid me in my leadership practice? What self-management practices do I need to cultivate for my leadership?</p>	<p>Purchase simulation coursepack</p> <p>Chapters 3 and 7 in the Color of Emotional Intelligence by Harris</p> <p>Chapter 5 in The Leader You Want to Be by Su</p> <p>Assessments due before class: EQ Assessment (45 min) and DEI Assessment (30 min) TBA on 9/13.</p>
Unit 2: The Team Context		
9/27	<p>Introduction to Teams: Simulation Day 1</p> <p>Guiding question: How can we practice making decisions and prioritizing as individual contributors and leaders?</p>	<p>Assignment: Submit your completed Team Launch Doc to Brightspace by 9/27, 1:30PM EST</p> <p>Read simulation materials in the online coursepack.</p> <p>Chapter 5- Making Decisions & Prioritizing in Management in a Changing World by Imani, Wong and Ahuja</p>
10/4	<p>Introduction to Teams: Simulation Day 2</p> <p>Guiding question: How can we practice managing others when we aren't directly reporting others? How do we manage the expectations of others?</p>	<p>Chapter 10 - Managing Up and Sideways in Management in a Changing World by Imani, Wong and Ahuja</p>
10/11	<p>Building Effective & Diverse Teams</p> <p>Guiding question: What are the benefits and limits of an effective and diverse team?</p>	<p>Building an Effective Team by Hill</p> <p>Secrets of Teamwork by Haas and Mortensen</p> <p>How Diversity Makes Us Smarter by Phillips</p> <p>Assignment due before class: 1 page Field Note due to Brightspace (this will help you have immediate notes to write the midterm reflection essay)</p>

Class Date	Topic & Guiding Question	Readings & Assignments Due
10/18	<p>Leveraging Power & Persuasion</p> <p>Guiding question: What role does power play in management and leadership and what role do social identities play in power?</p>	<p>A New Prescription for Power by Long-Lingo and McGinn</p> <p>Power Analysis for Social Change by Petit</p> <p>The Power of Persuasion by Cialdini</p>
10/25	<p>Engaging in Communication & Collaboration</p> <p>Guiding question: How does effective communication support collaboration? (e.g., delegation!) How do institutional and individual logics help or hinder our ability to collaborate?</p> <p>Guest Facilitator: Laura Gale</p>	<p>Chapter 3 - Delegating Effectively in Management in a Changing World by Imani, Wong and Ahuja</p> <p>When Leaders Struggle with Collaboration by Carruci and Velasquez</p> <p>Optional: The Back-of-the-Envelope Guide to Communications Strategy by Christiano and Neimand</p>
11/1	<p>Moving through Conflict & Negotiation</p> <p>Guiding question: What role does conflict play in my management practice? What are the best practices for negotiation?</p>	<p>Strategies for Negotiation by Harvard Law School</p> <p>Read the pre-simulation materials to be provided by Monday, 10/30</p> <p>In-Class Simulation - details to be provided to teams by 10/25</p>
Unit 3: The Organizational Context		
11/8	<p>Organizational Alignment & Strategy</p> <p>Guiding question: How does an organization's strategy support alignment?</p>	<p>References: How to Read and Write a Case Study and Congruence Model</p> <p>Case Study: Washington Avenue City of Philadelphia (in-class with teams)</p> <p>(SKIM THIS) Strategic Management in Public Administration by Byrson and George</p> <p>Optional: The Secrets to Successful Strategy Execution by Nielson, Martin and Powers</p>
11/15	<p>Organizational Design & Structures</p> <p>Guiding question: What role do organizational design and its structures play in an organization's</p>	<p>Case Study: Partnership for Parks NYC (Teams A) or Carolina for Kibera (Teams B)</p> <p>(SKIM) Hierarchical Organizational Structure and Leadership by Saiti and Stefou</p>

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

Assignments and Grading Scale

Your grade in this course will be assessed with these assignments and in the following way:

Graded Course Elements	Due Date	Percent of Final Grade
Weekly active in-class participation	N/A	15%
Self-Assessments (EQ, DEI, and Leadership Style)	9/20, 4pm ET	Pass/Fail
Unit 1 Assessment: Reflection Essay	9/25, 12pm ET	10% (Student Grading)
Team Launch Document	9/27, 4pm ET	Pass/Fail
Unit 2 Assessment: Take Home Midterm Exam	11/6, 11:59pm ET	15%
In-Class Case Study Memos (2)	11/8 and 12/6	Pass/Fail (Student Grading)
Team Case Study Memo	11/15, 4pm /ET	10%
Individual Case Study Memo	11/29, 4pm ET	10%
OrgD Team Project	12/13, in-class	20%
Final Exam	12/22, 11:59pm ET	20%

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 re-submitted 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 mosecsd@nyu.edu for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.

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)