



**NYU**

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

## CORE-GP 1020.007

### Management and Leadership (M&L)

Fall 2024

#### **Instructor Information**

Professor Laura Gale

Email: [laura.gale@nyu.edu](mailto:laura.gale@nyu.edu)

Zoom Office Hours: Thursdays, 5:00-6:00pm (or by appointment)

#### **Course Assistant Information**

Name: Joey Smith

Email: [jts512@nyu.edu](mailto:jts512@nyu.edu)

Zoom Office Hours: Wednesdays, 7:00-8:00pm (or by appointment)

#### **Course Information**

Time: Thursdays, 6:45 – 8:25pm

Location: Global Center for Academic and Spiritual Life at 238 Thompson St (Washington Square campus), Room 265

#### **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 Design & Pedagogy

The course combines conceptual and experiential approaches to management and leadership and therefore is divided into three domains 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 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 insights and practice your analytical and communication skills.

## Learning Objectives and Skill Development

There are three learning objectives that cut across each class:

1. Thinking analytically: Identify, analyze, and address underlying problems and opportunities and reframe the way you approach people and situations
2. Leveraging Diversity: Identify, understand, and use different types of diversity and develop skills to address the challenges and opportunities of diversity
3. Communicating Effectively: Prepare effective, clear and organized written deliverables and conduct effective meetings and facilitate group/team discussions

## Course Material

- Brightspace Page: <https://brightspace.nyu.edu/d2l/home/387273>
  - You will find the course syllabus, assignments, links to readings and slides here.
- Readings and materials:
  - Required text: [Management in a Changing World](#) by Jakada Imani, Monna Wong and Bex Ahuja - available online through NYU Library or on [Amazon.com](https://www.amazon.com) (\$32.00) if you prefer to purchase a physical copy
  - To keep costs down, I am providing you with most of the readings and case studies that copyright allows me to post in NYU Classes. You only need to purchase materials for the [Everest Simulation](#) (cost: \$16.25). **Purchase by 9/10.**

Acknowledgements: Thank you to Professor Judy Pryor-Ramirez, Professor Martha Stark and Dr. Jamie Levine Daniel for sharing resources and insights that informed the development of this syllabus. Much appreciation for their generosity, labor and guidance.

## Course Schedule

Class Date	Topic	Class Activities & Assignments
9/5	Intro to Management & Leadership <ul style="list-style-type: none"> <li>● Foundational Concepts</li> <li>● Getting on the Balcony</li> <li>● Tracing the Roots of Modern Management</li> </ul>	Texts: <ul style="list-style-type: none"> <li>● Chapter 1 in Management in a Changing World</li> <li>● <a href="#">The Messy Link Between Slave Owners and Modern Management</a></li> <li>● <a href="#">Management is Still Not Leadership</a></li> </ul> <p><b>Due: Complete your introduction slide by 9pm ET on 9/4</b></p>
<b>Unit 1: The Self</b>		
9/12	Grounding in Purpose	<p><b>NOTE: Purchase <a href="#">Everest Simulation</a> by 9/10</b></p> <ul style="list-style-type: none"> <li>● <a href="#">The Leader You Want to Be</a> by Amy Jen Su (skim Introduction, read Chapter 1-3)</li> <li>● Chapter 2 in <a href="#">Untapped Leadership</a> by Jenny Vazquez-Newsum</li> </ul> <p><b>Due: Leadership Assessments &amp; Student Survey</b></p> <ul style="list-style-type: none"> <li>● <a href="#">16 Personalities Assessment</a></li> <li>● <a href="#">Daring Leadership Assessment</a></li> <li>● <a href="#">Spreadsheet to report results</a></li> </ul> <p>Exercise: Introduction to Interpersonal Leadership Styles</p> <p>Discuss/Assign: Reflection Paper (Personal SWOT)</p>
9/19	Building a Practice of Self-Discovery	Texts: <ul style="list-style-type: none"> <li>● <a href="#">Armored Versus Daring Leadership</a> - Dare to Lead Podcast with Brené Brown</li> <li>● <a href="#">Coaching Real Leaders</a> podcast (select one)</li> </ul> <p>Prepare for Mt. Everest Simulation</p>
<b>Unit 2: People &amp; Teams</b>		
9/26	Introduction to Teams: Goals, Roles & Alignment	Texts: <ul style="list-style-type: none"> <li>● Chapters 2 and 4 in Management in a Changing World</li> <li>● <a href="#">The Secrets of Great Teamwork</a> by Haas and Mortensen</li> </ul>

Class Date	Topic	Class Activities & Assignments
		<p><b>Due: Complete Mt. Everest Simulation</b> with your team outside of class (2 hours) and your individual reflection post by 10pm on 10/1</p>
10/3	Collaboration, Communication & Conflict + Everest Debrief	<p>Texts:</p> <ul style="list-style-type: none"> <li>• <a href="#">The Science of Productive Conflict</a> from the WorkLife Podcast with Adam Grant</li> <li>• <a href="#">What is Psychological Safety?</a> by Amy Gallo</li> </ul> <p><b>Due: POP Agenda Exercise</b></p>
10/10	Delegation & Feedback	<p>Texts:</p> <ul style="list-style-type: none"> <li>• Chapters 3 and 7 in Management in a Changing World</li> <li>• <a href="#">Becoming the Boss</a> by Linda A. Hill</li> </ul> <p><b>Due by 5pm: <a href="#">Team Launch</a> Document</b></p> <p>Partner Exercise: Giving &amp; Receiving Feedback (due by 10/21)</p>
10/17	Building Effective & Diverse Teams	<p>Texts:</p> <ul style="list-style-type: none"> <li>• Pages 1-28 in <a href="#">From Intention to Action: Building Diverse, Inclusive Teams in Education to Deepen Impact</a> by Koya</li> <li>• Chapter 11 in <a href="#">Becoming a Manager</a> by Linda A. Hill</li> </ul> <p>Reference: <a href="#">How to Read and Write a Case Study</a></p> <p><b>Due: Reflection Paper (Personal SWOT)</b></p> <p><b>Due by 9pm on 10/21: Giving &amp; Receiving Feedback + Reflection Post</b></p>

Class Date	Topic	Class Activities & Assignments
10/24	Managing People & Teams	<p>Texts:</p> <ul style="list-style-type: none"> <li>● Ch 10 in Management in a Changing World</li> <li>● Chapter 9 in <a href="#">The Making of a Manager</a> by Julie Zhou</li> <li>● <a href="#">Managerial Problem-Solving: A Congruence Approach</a> by Tushman and O'Reilly (read through page 23)</li> <li>● Read assigned case study for class (TBD)</li> </ul> <p>Case Study Discussion in class - <b>Due: Team Case Study Write-up on 10/29</b></p> <p>Discuss/Assign: Team Memo - <a href="#">Carolina for Kibera</a> (due 11/7)</p>
10/31	Power & Decision-Making	<p>Texts:</p> <ul style="list-style-type: none"> <li>● Ch 5 in Management in a Changing World</li> <li>● <a href="#">Power Analysis for Social Change: Participatory Learning and Action</a> by Jethro Pettit (read pages 1-8)</li> <li>● <b>Sharing Power by Ted Rau</b></li> </ul> <p><b>Due by noon on 11/4: Executive Summary for Team Memo</b></p>
<b>Unit 3: Organizations</b>		
11/7	Organizational Strategy	<p>Texts:</p> <ul style="list-style-type: none"> <li>● <a href="#">Questions to Help You Develop an Equity Mindset</a> by Vu Le</li> <li>● <a href="#">Strategic Management in Public Administration</a> by Bryson and George</li> <li>● <a href="#">Grand Street Settlement: From Strategy to Success</a></li> </ul> <p><b>Due: Team Memo (Carolina for Kibera)</b></p> <p>Assign: Team Midpoint Debrief (due 11/14)</p>

Class Date	Topic	Class Activities & Assignments
11/14	Organizational Design	<p>Texts:</p> <ul style="list-style-type: none"> <li>• <a href="#">7 Organizational Structure Types</a> by Christine Organ in Forbes</li> <li>• <a href="#">The Role of Reorgs in Organizational Change</a> from NOBL</li> </ul> <p>Assign: Individual Memo - <a href="#">Fostering Success</a> (due 11/25)</p> <p><b>Due: Team Midpoint Debrief + First Leadership Interviews Complete</b></p>
11/21	Leading Change & Managing Resistance	<p>Texts:</p> <ul style="list-style-type: none"> <li>• <a href="#">Leading Change</a> by Kotter (HBR)</li> <li>• Chapter 3 in <a href="#">Managing Transition</a> by William Bridges and <a href="#">The Three Questions</a></li> <li>• <a href="#">Bridging Generational Divides in Your Workplace</a> by Debra Sabatini Hennelly and Bradley Schurman</li> </ul> <p><b>Due: Second leadership interviews complete + discussion post due by class</b></p> <p>Discuss/Assign: Peer Consulting Activity (due 12/6)</p>
11/28	NO CLASS: THANKSGIVING HOLIDAY	<p><b>Due on 11/25 by 9pm: Individual Memo (Fostering Success)</b></p>
12/5	Organizational Culture	<p>Texts:</p> <ul style="list-style-type: none"> <li>• <a href="#">Organizational Culture and Leadership</a> by Edgar Schein</li> <li>• <a href="#">Awake to Woke report</a> by Equity in the Center</li> <li>• <a href="#">The Bias of 'Professionalism' Standards</a> by Aysa Gray</li> <li>• <a href="#">Don't Demonize Employees Who Raise Problems</a> by Nilofer Merchant</li> </ul> <p>NOTE: Peer Consulting Write-up <b>due 12/6</b></p> <p>Discuss/Assign: Final (due 12/16)</p>

Class Date	Topic	Class Activities & Assignments
12/12	Leadership in Action	<b>Due: Team Closing Assignment and Presentation</b>
12/16	NO CLASS	<b>Due: Submit Final by 9pm ET</b>

### Assignments, Deadlines and Course Expectations

Below you'll find a breakdown of your M&L assignments and deadlines, along with descriptions of the expectations for students in this class. Over the course of the semester, you'll be able to find further details about each assignment on Brightspace in the Assignments Tab. Updates, reminders and additional guidance will frequently be shared via email, so be sure to check your NYU email regularly for important class announcements.

#### Assignments Overview:

- Individual & Team Papers: You will complete several papers focused on reflection, analysis and application of the concepts and practices covered in this class. In your final exam, you'll be asked to analyze organizational challenges and draw conclusions about what you will take with you from this course as you move forward in your academic and professional career.
- Case Studies: You will complete several case studies (in class, individually and as part of a team) to develop your ability to diagnose organizational challenges and write effective analytical memos.
- Individual & Team Activities: You will complete a number of experiential and reflective activities throughout the semester (from simulations to discussion posts to team exercises), designed to foster team effectiveness and personal development.

#### Course Participation

Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions, and building on our collective knowledge and experience. Engagement in this course includes participation in class exercises, assigned activities, contributions to class discussions and sharing in the various digital formats we'll utilize. It is expected that you will come prepared to class having completed readings and exercises and ready to actively engage with your peers and the material.

Assignments/Course Components	Due Date	Percent of Final Grade
Participation (Individual)		15%
Simulation Activity + Launch Document (Team)	Oct 1 + Oct 10	Participation
Leadership & Reflective Exercises	Ongoing	Participation
Personal Reflection Paper (Individual)	Oct 17	15%
Case Study Outline (Team)	Oct 29	5%

Assignments/Course Components	Due Date	Percent of Final Grade
Executive Summary for Memo #1 (Team)	Nov 4	P/F
Case Study Memo #1 (Team)	Nov 7	15%
Team Midpoint Debrief (Team)	Nov 14	Participation
Leadership Interviews + Reflection (Team/Individual)	Nov 21	5%
Case Study Memo #2 (Individual)	Nov 25	15%
Team Peer Consulting Write Up (Team)	Dec 6	5%
Team Closing Assignment & Presentation (Team)	Dec 12	5%
Final (Individual)	Dec 16	20%

### 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 Gale's Classroom Policies

- Syllabus changes: **This syllabus is subject to change.** There may be adjustments along the way or elements added to enhance learning. If this is the case, I will update the assignments or make adjustments on Brightspace.
- Attendance and Punctuality: You are expected to attend all class sessions and to arrive on time. Please email me and copy our Course Assistant if you will miss class or will arrive late. It is the student's responsibility to proactively communicate and make up work if absent from class. Multiple unexcused absences will affect your participation grade. If you anticipate a prolonged absence, please notify me and your academic advisor.
- Late assignments: It is your responsibility to be proactive in communicating if you expect an assignment to be late. You may request permission for an extension in writing with a proposed alternative due date/time, as long as the proposed date falls before the due date for the next assignment in the course. You must reach out before the assignment is due. Late assignments without prior notification will be docked one half grade (A to an A-) for each day they are late.



- Eating and drinking: Eating and drinking in class is fine as long as it's done with consideration to those around you.

### **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 if you will be absent for a religious holiday.

### **NYU Writing Center & The Wagner Writing Center**

The [Wagner Writing Center](#) offers writing support through tutors, workshops, and a writing series. Additionally, [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](#). 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](mailto:mosescsd@nyu.edu) for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.

### **Equity Statement & Land Acknowledgement**

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. We seek to create an environment that is inclusive and affirming of people of all identities. 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. (Adapted from Bard College)