# **NYU Wagner logo**

# **CAPSTONE: CAP-GP 3401-003**

# **Fall 2024 – Spring 2025**

## Instructor Information

* Adrian Ogle
* adrian.ogle@nyu.edu
* Office hours by appointment

## Course Information

* Class Meeting Times: Mondays, 6:45 pm - 8:25 pm
* Class Location
  + In-Person: 181 Mercer Street (Paulson Center), Room 425
  + Virtual: <https://nyu.zoom.us/j/99941739774>

## Course Description

Capstone is learning in action. Part of Wagner’s core curriculum, it provides students with both a critical learning experience and an opportunity to perform a public service. Over the course of an academic year, students work in teams to address challenges, solve problems and identify opportunities for a client organization. Students will design the approach, conduct the data collection and analysis, and present findings, both orally and in writing, to the client.

In architecture, the capstone is the crowning piece of an arch, the center stone that holds the arch together, giving it shape and strength. Wagner’s Capstone program plays a similar role, by building on students’ previous coursework and expertise, while also enhancing student learning on policy and management issues, key process skills and research skills. Capstone requires students to interweave their learning in all these areas, and to do so in real time, in an unpredictable, complex, real world environment. Although divided into teams, the class will work as a learning community dedicated to the success of all the projects.

**Course Learning Objectives**

### Content

Students should demonstrate the ability to:

* understand the policy and/or management context for their project;
* be familiar with relevant specialized vocabularies;
* draw on critical research related to their content area;

### Process

Overall, students should demonstrate a capacity for flexibility and resilience, as shown by adapting to changing and complex circumstances, balancing competing demands, accepting uncertainty and ambiguity, and knowing when to consult with their Capstone instructor.

#### Project Management

Students should demonstrate the ability to:

* frame and refine the problem presented by the client;
* develop a contract with the client including scope, timeline and deliverables;
* develop an internal project workplan;
* meet deadlines and monitor their progress against the contract and workplan;
* revise contract and workplan as necessary.

#### Client Management

Students should demonstrate the ability to:

* negotiate a contract with their client;
* develop and sustain a relationship with their client;
* maintain regular and productive communication with the client;
* solicit and integrate feedback from the client on design and deliverables;
* submit deliverables on time.

#### Team Management

Students should demonstrate the ability to:

* diagnose and attend to interpersonal dynamics;
* define roles and useful division of labor;
* manage assignments and accountability;
* advocate points of view and negotiate differences of opinion;
* solicit and offer feedback;
* appreciate and learn from cultural and other differences.

### Research

Students should demonstrate the ability to:

* identify and synthesize existing research relevant to the project
* identify and implement appropriate quantitative and/or qualitative data gathering methods;
* identify and implement appropriate data analysis procedures;
* determine findings;
* develop useful recommendations and/or tools and resources based on findings.

### Communication

Students should demonstrate the ability to:

* synthesize and summarize large amounts of data and information;
* prepare clear and well-argued written deliverables tailored to the client’s needs;
* prepare clear and well-argued verbal presentations tailored to the client’s needs.

### **Learning Assessment Table**

|  |  |
| --- | --- |
| **Course Learning Objective** | **Corresponding Assignment** |
| Understand the policy and/or management context for their project | Interim and final products |
| Be familiar with relevant specialized vocabularies | Interim and final products |
| Draw on critical research related to their content area | Interim and final products |
| Frame and refine the problem presented by the client | Signed contract with client |
| Develop a contract with the client including scope, timeline and deliverables | Signed contract with client |
| Develop an internal project workplan | Team workplan |
| Meet deadlines and monitor their progress against the contract and workplan | Signed contract and team workplan |
| Advocate points of view and negotiate differences of opinion | Self and team peer evaluations |
| Appreciate and learn from cultural and other differences | Self and team peer evaluations |
| Identify and synthesize existing research relevant to the project | Interim and final products |
| Identify and implement appropriate quantitative and/or qualitative data gathering methods | Interim and final products |
| Identify and implement appropriate data analysis procedures | Interim and final products |
| Determine findings | Interim and final products |
| Develop useful recommendations and/or tools and resources based on findings | Interim and final products |
| Synthesize and summarize large amounts of data and information | Interim and final products |
| Prepare clear and well-argued written deliverables tailored to the client’s needs | Interim and final products |
| Prepare clear and well-argued verbal presentations tailored to the client’s needs | Interim and final presentations |

## Course Requirements

The projects identified for this section will be posted on the Brightspace class site. Students must review them before client presentations, which will be outlined in the syllabus.

Once you are familiar with the projects, you will fill out a form that gives me your project rankings and other information. I will consider your preferences, along with the project's needs, students’ previous coursework, work and life experience, student schedules, team size, and the balance of skills among the team. Ultimately, it’s my job to create teams that can do the work for the client. Teams are comprised of 4-6 students.

The class will involve presentations from the instructor, possible guest speakers, class discussions, and team meetings. You should expect to work approximately 5-10 hours a week, including class time, team meetings, and project work. Course requirements include:

* enrollment in both semesters;
* attendance and participation in class activities and team meetings;
* completion of assignments on time;
* participation in project work;
* participation in meetings with clients;
* participation in the preparation and presentation of findings.

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

**Capstone Expenses:**

Each capstone team is entitled to reimbursement of up to $500 of Capstone-related expenses, such as photocopying, supplies, etc. None of these funds can be spent hiring others to do work that you are expected to do, like writers, editors, graphic designers, etc. The forms and procedures needed to claim reimbursement for these expenses and a detailed explanation of eligible expenses are found in the Capstone Student Guide, available on the Brightspace course website.

### **Evaluation and Grading**

Students will receive 1.5 credits for the fall semester and 1.5 for the spring semester. You will be graded at the end of each semester. The grade at the end of the first semester will reflect your work, participation, and learning to date. I will assign final grades at the end of the second semester. Your final grade will override your fall grade (that is, your fall grade will be changed to reflect your final grade.)

**Grades will be allotted to individuals**, not to the team as a whole. That is, team members may receive different grades if I feel that is warranted. I will make this judgment based both on my assessment of students’ contribution and learning and on the assessments you give each other as part of the evaluation process at the end of the first and second semesters. If the client’s evaluation of your work is available, I will also consider that.

Students will be graded on both the products they deliver to their clients and evidence of progressive learning throughout the course, based on the Learning Objectives. **60%** **is based on work products** such as interim and final deliverables as well as other assignments. **40%** **is based on evidence of the individual student’s learning** during the course through throughout and consistent participation in class discussions, team’s work and class activities, their ability to act on and incorporate peer and faculty feedback; individual and team preparation for and performance at client meetings; and end-of-semester faculty, peer and self-evaluations.

**This class is taught seminar-style and is highly discussion-based.** It is imperative to keep up with the readings and plan to engage and reflect. It’s also a highlight of capstone as we make connections to what you’ve been learning at NYU Wagner up to this point, leverage the expertise from your colleagues and me, and your working experience working with your client. You should ensure that you participate in class discussions, or your participation grade (as part of the 40%) will be negatively affected.

**Required Reading**

**Block, Peter.** **2011. Flawless Consulting, 3rd Edition. Pfeiffer.** *Flawless Consulting is available* [*online*](https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=661497) *(and downloadable) through NYU Bobst Library.* Additional course readings will also be available on the Brightspace website or via this syllabus.

**Use of Generative AI**

To ensure academic integrity, students will be held accountable to our parameters regarding the usage of generative AI. **Generative AI tools are permitted for very specific uses within this course.** They may be employed for **background research, text editing, or proofreading.** However, **using AI to generate drafts of written work is strictly forbidden and will be considered a violation of the Wagner Academic Code.**

You are responsible for the information you submit based on a generative AI query (for instance, that it does not violate intellectual property laws or contain misinformation or unethical content). Your use of generative AI tools must be properly documented and attributed to stay within university policies on academic honesty.

**Course Milestones**

The course has a series of milestones – both activities and products -- that guide and track your work over the year. I’ve suggested time frames in parentheses, though actual timing may vary depending on the specific situation of each team and client.

These milestones include:

* Potential client presentations (September);
* Team formation (September);
* Entry conference” with client and faculty to explain the process of the course, establish the relationship, assess the client organization, and gather data in order to clarify the presenting problem or issue and client’s initial vision of a successful project (September/October);
* Preliminary client-team contract or work agreement (October);
* Negotiations with client to finalize contract (October);
* Final, signed client-team contract and detailed team workplan (October/November);
* Team charter (October/November);
* End-of-first semester self, team/peer, and course evaluations; discussion of team process and progress (December);
* January term: Continue project work (January)
* First draft of final project report to faculty (February/March);
* Second draft of final project report to faculty (March/April);
* Rehearsal of client presentation before class/faculty for feedback before presentation to client (April);
* Final report and presentation to client (April/May);
* End-of-second semester reflection and celebration (April/May);
* End-of-course self, team /peer, client, and course evaluations (April/May);

**Letter Grades**

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

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

**Student grades will be assigned according to the following criteria:**

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

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

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

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

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

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

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

**Academic Integrity**

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

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

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

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

## Class Schedule Overview

**Students should expect to meet weekly** as a class or team unless otherwise agreed upon in class. The sequence of classes and assignment due dates could change depending on client meetings and the substance of projects. Given the dynamic nature of this course, **this syllabus is considered live and should be checked weekly** as additions, changes, or updates will occur. Any updates or adjustments to requirements will also be posted on Brightspace.

**Client Communication Requirements**

**All interim and final deliverables must be sent to me before they are sent to the client. Additionally, all communications with the client must include me as the cc.** We may go through several rounds of revision before I feel the products are ready to be shared with the client. Failure to do so (or integrate my feedback) will negatively impact your grade.

**Participation Expectations**

Your full class participation is critical in capstone. Students should attend class on time and be prepared. I understand there are commitments outside of capstone and moments where you just need a day; therefore, you are permitted **one skip pass** from our formal capstone classes over the year. The pass cannot be used during the first six classes (1-6). You must notify me via email at least by the Friday before the following class if you plan on using your pass. *If you use a skip pass, you must take responsibility for whatever is shared in class, and it must be communicated to your team.*

Classes will start promptly and on time. Due to the nature of the capstone, if you are late multiple times and/or miss class excessively, your individual grade will be negatively affected.

**Team Updates - Weekly Check-In Assignment**

**Teams will have a recurring assignment due by Sunday by 12:00 PM noon ET.** Please check the syllabus to calibrate when these should be submitted. Each team will put together a standing document with weekly updates for me. A designed member of your team will send me an email by this Sunday with the new updates, copying their team members and including answers to the following questions. The team is responsible for any feedback or questions I may add or comment on. The weekly check-in assignment is a component of your team’s grade.

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

## Fall 2024 Semester

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| --- | --- | --- |
| **PHASE and DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| **Phase 1: CREATING TEAMS**  Class 1  9/9/24 | Introduction  Overview of Syllabus & Capstone  Initial review of proposals | * **Due Monday, 9/9 before class**   + Review syllabus   + Watch the video: [What is Capstone](https://wagner.nyu.edu/portal/students/academics/capstone)? * **Due Wednesday, 9/11 before EOD**   + Complete [*Student Introduction Form*](https://forms.gle/J6NCVv6JGaiccV6i9) * **Review** [client proposals](https://drive.google.com/drive/folders/1Ax--SlJriS-kQEOb4C3PoWjmBx3rkM87?usp=sharing)   + Broadway Advocacy Coalition   + CASA Kane County   + Coro New York Leadership Center   + Climb Hire   + New American Leaders   + City Year |
| Class 2  9/16/24 | Client presentations  Round #1  Discussion & analysis of projects | * **Due before Monday, 9/16**    + Review [Student Capstone Guide](https://brightspace.nyu.edu/d2l/home/291913) * Review capstone proposals and prepare questions for the project liaison * **In-Class: Client Presentations**   + CASA Kane County   + City Year   + Coro New York Leadership Center * [*Group Exercise:* Community Jamboard](https://jamboard.google.com/d/1vAdBGO02CrowDTpuRnmE3Po-h1qRGAz4Dy2EzS008xM/edit?usp=sharing)    + Feedback on Proposals * **Due Friday, 9/20 by Noon**   + Individual Reflection Paper #1   + [Instructions and rubric here](https://docs.google.com/document/d/1XGJ_PyAvLKRVWJPwQxE4qb7u_0ubwSw634rZvwDTAB0/edit)   + Please submit via Brightspace under “Assignments” |
| Class 39/23/24 | Client presentations  Round #2  Introduction to consulting | **Individual**   * Before class: watch [Capstone consulting videos:](https://cdnapisec.kaltura.com/html5/html5lib/v2.61.1/mwEmbedFrame.php/p/1674401/uiconf_id/37666341?wid=1_2nspd17d&iframeembed=true&playerId=kaltura_player_5d6439dd62758&flashvars%5BplaylistAPI.kpl0Id%5D=0_kvppacga&flashvars%5BplaylistAPI.autoContinue%5D=true&flashvars%5BplaylistAPI.autoInsert%5D=true&flashvars%5Bks%5D=&flashvars%5BakamaiHD.loadingPolicy%5D=preInitialize&flashvars%5BakamaiHD.asyncInit%5D=true&flashvars%5BtwoPhaseManifest%5D=true&flashvars%5BlocalizationCode%5D=en&flashvars%5BimageDefaultDuration%5D=30&flashvars%5BleadWithHTML5%5D=true&flashvars%5BLeadWithHLSOnFlash%5D=true&flashvars%5BforceMobileHTML5%5D=true&flashvars%5BnextPrevBtn.plugin%5D=true&flashvars%5BsideBarContainer.plugin%5D=true&flashvars%5BsideBarContainer.position%5D=left&flashvars%5BsideBarContainer.clickToClose%5D=true&flashvars%5Bchapters.plugin%5D=true&flashvars%5Bchapters.layout%5D=vertical&flashvars%5Bchapters.thumbnailRotator%5D=false&flashvars%5BstreamSelector.plugin%5D=true&flashvars%5BEmbedPlayer.SpinnerTarget%5D=videoHolder&flashvars%5BdualScreen.plugin%5D=true) Intro, What Consulting Is and Isn’t, and The Role of Technical and Interpersonal Skill (videos 1-3) * **Due Wednesday, 9/25 by EOD**   + Submit [Student Project Form](https://forms.gle/AgboH6NDoV2MHvCg7) * **In-Class: Client Presentations**   + Climb Hire   + Broadway Advocacy Center   + New American Leaders * [*Group Exercise:* Feedback on Proposals](https://jamboard.google.com/d/1vAdBGO02CrowDTpuRnmE3Po-h1qRGAz4Dy2EzS008xM/viewer) * **Class Warm-Ups**   + Over the semester, each class member will lead us in a warm-up activity for the first 5-10 minutes of class. [The sign-up will be posted here.](https://docs.google.com/spreadsheets/d/1hQEvLhiw5qu_GoCId67aslwqIE5yw4Y4g0iOQlyGqB0/edit?gid=0#gid=0)   **Team**   * You will receive your assigned teams by the following class on 9/30. * Once you’ve learned your team, teams should prioritize exchanging contact information, re-reviewing your original client proposal, and beginning kickoff call preparation. |
| **Phase 2: TEAM LAUNCH AND PLANNING**Class 49/30/24 | Meet your team  Preparation for entry meeting with client | **Individual**   * Due before class:   + Read [How Management Teams Can Have a Good Fight](https://drive.google.com/file/d/1x0U8M_XcBrJTEEsXomrAyQuCKMG4ZLyT/view?usp=drive_link)   + Read [Run Meetings That Are Fair to Introverts, Women, and Remote Workers](https://drive.google.com/file/d/1tPaNOt2sX3uYfBCq73bPuP0uaV1D0ywR/view?usp=drive_link)   **Class**   * Warm-Up * In-class: Discussion on readings * In-class: *Kickoff Call Preparations* * In-class: *Team Kickoff Exercise - Borough Planning*   **Team**   * Exchange contact information * Schedule one get-together to get to know each other. It must be a social activity (e.g. dinner, bowling, etc) within the next 2-4 weeks. Please share a photo with your instructor! * Send out the first client email to introduce yourself before **Tuesday, 10/2. As a reminder, all client emails must include me in the cc.** * Prepare the kickoff meeting agenda and conduct background research (see below). Then, look to begin scheduling your kickoff and entry meetings with clients between **10/15 and 10/18.** All group members, including me, must be present. Use a system to align everyone’s availability. * Begin thinking about your team charter   *Kickoff & Entry Meeting Preparation*   * + In preparation for the entry meeting with a client, teams should prepare the following in an agenda and prepare. The kickoff agenda must be shared with me in advance. The kickoff call should be at least 30-45 minutes. A second follow up call may be needed - and does not need to include me. The agenda should cover at least the following: * Introductions * A set of questions for the client * Suggestions for project scope * Next steps for the second call * *Note, you should expect to share some high-level background knowledge that you’ve collected from preliminary research to demonstrate your understanding and to seek clarity from your client.* * The ultimate team goal is to establish a trusting working relationship, align on the project scope, and firmly understand the problem they’re hoping to solve.   *Background Discovery Presentations*   * Prepare a short slide deck (2-3 slides) of background research on your client organization to present next class (**due next class).** Everyone must contribute * It’s time to get to know your client organization backward and forward based on what you can find, discover, and uncover.   *Weekly Check-In Assignment*   * Your first one as a team is due **Sunday, 10/6, by Noon.** This will be the start of your recurring weekly assignment. Late submissions will count against your team grade. Please see syllabus for instructions. |
| Class 5  10/7/24 | Team dynamics 1: Leadership styles  Contracting and Project Management 1  Client preparation  Charter & Contracts | **Individual**   * **Due before class:**   + Read [How Consultants Project Expertise & Learn at the Same Time](https://hbr.org/2018/07/how-consultants-project-expertise-and-learn-at-the-same-time)   + View [Consulting videos](https://cdnapisec.kaltura.com/html5/html5lib/v2.61.1/mwEmbedFrame.php/p/1674401/uiconf_id/37666341?wid=1_2nspd17d&iframeembed=true&playerId=kaltura_player_5d6439dd62758&flashvars%5BplaylistAPI.kpl0Id%5D=0_kvppacga&flashvars%5BplaylistAPI.autoContinue%5D=true&flashvars%5BplaylistAPI.autoInsert%5D=true&flashvars%5Bks%5D=&flashvars%5BakamaiHD.loadingPolicy%5D=preInitialize&flashvars%5BakamaiHD.asyncInit%5D=true&flashvars%5BtwoPhaseManifest%5D=true&flashvars%5BlocalizationCode%5D=en&flashvars%5BimageDefaultDuration%5D=30&flashvars%5BleadWithHTML5%5D=true&flashvars%5BLeadWithHLSOnFlash%5D=true&flashvars%5BforceMobileHTML5%5D=true&flashvars%5BnextPrevBtn.plugin%5D=true&flashvars%5BsideBarContainer.plugin%5D=true&flashvars%5BsideBarContainer.position%5D=left&flashvars%5BsideBarContainer.clickToClose%5D=true&flashvars%5Bchapters.plugin%5D=true&flashvars%5Bchapters.layout%5D=vertical&flashvars%5Bchapters.thumbnailRotator%5D=false&flashvars%5BstreamSelector.plugin%5D=true&flashvars%5BEmbedPlayer.SpinnerTarget%5D=videoHolder&flashvars%5BdualScreen.plugin%5D=true): The Project Management Triangle, Client Expectations Mgmt, Risk Mgmt, Client Mtg Mgmt. (videos 4-7)   **Class:**   * [Community Agreements](https://docs.google.com/document/d/15teF0rRovZJjT24ASgswyhjJu_Cz0rsmxYcMnr7n2wE/edit?usp=sharing) * Discussion on readings * Discovery Presentations * Pre-Team Charter   + [Working Style Worksheet](https://docs.google.com/document/d/1SNKGBedoSOc6z6UVM2Icg3XyS-4XLNQ-BiXW8z6nTwY/edit) * Discussion on charters   **Team:**   * **Due by Sunday, 10/6 by noon:**   + Weekly Check-In Assignment * **UPDATED: Review during class:**   + Review [*team charter examples*](https://drive.google.com/drive/u/2/folders/1xv5x0DFK6rBhDn5G7dnZJbTqbMq8_2Zp) * Setup Shared Google Folder (invite Professor) |
| Class 6  10/15/24  *NOTE: This is a Tuesday, not a Monday. Monday, October 14, is fall break. Classes on Tuesday, October 15, meet on a Monday schedule***.** | Team Dynamics 2: Creating team cultures that honor everyone’s backgrounds and workstyles  Guest Speaker  Contracts & Work PlansC;Lcl | **Individuals**   * **Due before class:**   + Read [5 Things Highly Performing Teams Do Differently](https://hbr.org/2021/10/5-things-high-performing-teams-do-differently)   + Read [How High-Performing Teams Build Trust](https://hbr.org/2024/01/how-high-performing-teams-build-trust)   **Class**   * Guest Speaker & Discussion - [Stacy Lewis](https://echoinggreen.org/team/stacy-lewis/) * Discussion on contracts and work plans   **Team**   * **Complete** the initial client meeting (“entry” meeting) * **Due by Sunday, 10/13 by noon:**   + Weekly Check-In Assignment * Review [client contract examples](https://drive.google.com/drive/u/2/folders/1Ia1wKi5qGh-c_YoK4w7EQfgY-1ZlkBj7) * Review[work plans](https://drive.google.com/drive/folders/1lfUjfZQvIqwT8WWMWM-H0s9o19tXALRd?usp=sharing) *samples* and begin to outline * **Recurring assignment:** Weekly Check In Assignment |
| Class 710/21/24 | **GROUP TIME ONLY** | There will be no formal class—this is group time only. You may meet virtually or in the classroom, but you must meet as a group. You are also expected to keep up with the following reading.  **Individual**   * Review in advance of working on work plan:   + [Design Thinking 101](https://mitsloan.mit.edu/ideas-made-to-matter/design-thinking-explained)   + [Project Management Foundations](https://www.linkedin.com/learning/project-management-foundations-2016/welcome?u=2131553) (about 3 hours)   + [Project Management Simplified](https://www.linkedin.com/learning/project-management-simplified-2019/project-management-a-priceless-skill-24309081?u=2131553) (about 1.5 hours)   + [Scope Creep in Project Management](https://www.teamly.com/blog/scope-creep-in-project-management/)     **Team**   * **Due by Friday, 10/24 by Noon**: Submit **draft team charter** (submit via mail and link in weekly check-in assignment) * Review [client contract](https://drive.google.com/drive/u/2/folders/1Ia1wKi5qGh-c_YoK4w7EQfgY-1ZlkBj7) examples * Review[work plans](https://drive.google.com/drive/folders/1lfUjfZQvIqwT8WWMWM-H0s9o19tXALRd?usp=sharing) samples * Work on client contract and outline work plan * **Recurring assignment:** Weekly Check In Assignment   + Please add the following questions to the check-in document due **10/20**     - Describe your client’s problem in one sentence     - How will your team make feedback part of your team process and regular habits? |
| **Phase 3: RESEARCH SKILLS AND PROJECT WORK**Class 810/28/24 | Work Plans  Client Report Backs  Diversity, Equity & Inclusion in Teams | **Individual**   * **Due before class:**   + [Dismantling White Supremacy in Non-Profits](https://ynpntwincities.org/blog-1/dismantling-white-supremacy-in-nonprofits-a-starting-point)   + [Racial Equity Principles](https://www.whitesupremacyculture.info/racial-equity-principles.html)   + [White Supremacy Culture Characteristics](https://www.whitesupremacyculture.info/characteristics.html)   **Class**   * Discussion: DEI * Client Report Backs   + Share a client report back on your progress on how your client meetings are going so far (what worked well, what didn’t, lessons learned, etc.) to the class   + Prepare to describe your project and be clear on the problem you’re trying to solve.   + At least 3 team members must present. * Discuss in teams:   + How might white supremacy show up in your teams and your work?   + What practices can you implement in your teams and your client to support anti-racism?   **Team**   * Reflect on readings * **Recurring assignment:** Weekly Check In Assignment |
| Class 911/4/24 |  | **Individual**   * Before class, read *Reflection-Advice Letters* from previous Capstone students   **Class**   * Work Plan Report Backs   + Share your draft work plan with the class * Pulse check with Professor   **Team**   * **Due before class (submit via emai)**   + Final team charter   + Draft client contract   + Draft workplan * **Recurring assignment:** Weekly Check In Assignment |
| Class 1011/11/24 | Environment Scans | **Individual**   * Before class: review *environment scans* * Read [Ethics Memo for Students](https://docs.google.com/document/d/1_BJP0Y7a1zMQ_UqQ64VFy46VNpBCR21i/edit)   **Team**   * Readings on how to give feedback * **Recurring assignment:** Weekly Check In Assignment |
| **Phase 4: PROJECT WORK AND FEEDBACK**Class 1111/18/24 | Library Research Session  Literature Reviews | **Individual**   * Before class:   + Review examples of literature reviews   + Read: *Writing a Literature Review* * Review [Wagner Capstone Library Guide](https://guides.nyu.edu/wagner/capstone) * Experiment with using Bobst Library databases to identify scholarly articles regarding your topic. Be ready to show results in class. * Self and team peer evaluations kick off (TBD)   **Team**   * **Due before class (submit via emai)**   + Final contract and work plan submitted * **Recurring assignment:** Weekly Check In Assignment |
| Class 1211/25/24 | **NO CLASS** |  |
| Class 13 12/2/24 | Culture & Feedback  Team Feedback & Client Feedback | **UPDATE: Library Session**  **Individual**   * Professor Check-Ins   **Team**   * Finalize winter plan * **Recurring assignment**: Weekly Check-In Assignment |
| Class 1412/9/24 | Reflection & Mid-term Evaluations  Road to Final Report & Feedback Loops | **Individual**   * **Due:** Feedback forms due by **TBA** * **Due:** Individual Reflection #2 (date TBA) * Before class: Read the following and prepare to discuss:   + [Don’t Be Nice, Be Helpful](https://hbr.org/2011/03/dont-be-nice-be-helpful.html)   + [How To Give Feedback People Can Use](https://hbr.org/2017/10/how-to-give-feedback-people-can-actually-use)   + [You’ve Been Doing a Fantastic Job](https://www.nytimes.com/2013/04/06/your-money/how-to-give-effective-feedback-both-positive-and-negative.html?pagewanted=all&_r=0&mtrref=undefined)   + *Difficult Conversations: The Feelings Conversation & Identity Conversation*   **Team**   * Read and reflect on evaluations * Discuss: How do you want to approach winter and spring terms? * **Recurring assignment**: Weekly Check In Assignment   **Class**   * Team Culture Check In   + How would you describe your team culture? |

**January 2025 Term**

While classes don’t meet, this is an important time for group work - particularly for data collection, analysis, and mid-term deliverables (environment scan and/or literature reviews). Students are expected to be available and working during this time (except for the holiday week between Christmas and New Year’s). If your team members are planning to travel, just make sure to work things out among yourselves.

**Spring 2025 Semester**

During this semester, much of the time will be set aside for teams to meet independently or with me. We can be flexible about the need for formal class meeting times. However, we will schedule problem-solving or skill-building sessions as needed, **so you must be available every Monday night during class time**. Also, I’ve noted some potential deadlines for planning purposes, **but these are preliminary and could change**. **You will be notified when the final spring syllabus is finalized.**

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| **DATE** | **TOPIC(S)** | **ASSIGNMENTS DUE** |
| **Phase 5: PROJECT WORK**  Class 1  1/27/25 | Team updates  Discuss spring schedule  Data analysis | **Team**   * Be prepared to give team update * Revised work plan and team charter (using track changes) * **Due before class:**    + Draft literature review and environmental scan * **Recurring assignment**: Weekly Check-In Assignment |
| Class 2  2/3/25 | Formatting final reports | **Individual**   * Read [A Consultant’s Guide to Difficult Feedback](https://hbr.org/2015/08/a-consultants-guide-to-difficult-client-feedback) |
| Class 3  2/10/25 | **GROUP TIME** |  |
| **Phase 6: PROJECT WORK AND REPORT WRITING**  Class 4  2/18/25  NOTE: This is a TUESDAY, not a Monday. Monday is Presidents Day. Tuesday is a Legislative Day, meaning classes are running on a Monday schedule. | Discuss outlines  Team updates | **Team**   * **Due before class:** Final report outline * Final literature review and environment scan due |
| Class 5  2/24/25 | TBD | **Team**   * Schedule final presentation for client. I must be present and will provide availability.   **Individual**   * Read   + [A Checklist For More Persuasive Presentations](https://hbr.org/2016/10/a-checklist-for-more-persuasive-presentations)   + [What It Takes To Give a Great Presentation](https://hbr.org/2020/01/what-it-takes-to-give-a-great-presentation)   + [How To Make A Good Presentation Great](https://hbr.org/2024/04/how-to-make-a-good-presentation-great) |
| Class 6  3/3/25 | TBD | **Team:**   * First draft final report |
| Class 7  3/10/25 | Team updates  Discuss first drafts  Discuss client presentation | **Team**   * Presentation from each team on key findings from your work and draft recommendations. * Include your “elevator pitch” on most important findings and what they mean to your project. * Pulse check |
| Class 8  3/17/25 | NO CLASS |  |
| SPRING BREAK  3/24/25 | NO CLASS |  |
| **Phase 7: WRITING AND PRESENTING**  Class 9  3/31/25 | Rehearsals of client presentations | **Team**   * Draft slides for your final presentation * Second draft of final report * Dress rehearsal #1 |
| Class 10  4/7/25 | Rehearsals of client presentations | **Team**   * Dress rehearsal #2 |
| Class 11  4/14/25 | Rehearsals of client presentations | **Individual**   * Self and team peer evaluations   **Team**   * Draft slides * Dress rehearsal #3 * Third and final draft of final report |
| Class 12  4/21/25 | NO CLASS |  |
| **Phase 8: CONCLUSION! EVALUATION, REFLECTION, CELEBRATION**  Class 13  4/28/25 | Self and peer evaluations | **Individual**   * Read and reflect on evaluations |
| Class 14  5/5/25 | Reflect and Celebrate | Celebrate & course evaluations  **Final Submissions:**  *Professor*   * + Submit your final Google drive folder:     - Work plan     - Weekly check-in     - Contract     - Team charter     - Literature review     - Environmental scan     - Final report     - Final presentation     - Any additional document * Individual reflection #3 * Letters and reflection letter   *Client*   * Final report (including tools, recommendations, guides) * Final presentation * Any resources or tools you created for client   *NYU Wagner*   * Please submit the following to ([wagner.capstone@nyu.edu](mailto:wagner.capstone@nyu.edu)) and please cc your instructor   + Final presentation   + Final report |