



**NYU**

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

**CORE-GP 1020**

**Management and Leadership (M&L)**

**Fall 2018**

### **Instructor Information**

#### **Professor Patricia Satterstrom**

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

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Office: Puck Building, 3059

Office hours: Thursdays, 2:00pm–3:30pm or by appointment

### **Course Information**

#### **Section 001**

#### **Information**

Time: Monday, 9:30 am to 12:15 pm

Location: East 12th Street, Fairchild Building, Room 125

Teaching Colleague: Seulki Lee

TC office hours: Tuesdays, 4:30 pm-6:00pm (Puck Building 3047)

Writing tutors: Suzanne Chipkin and Tracy Jo Ingram (Wagner Writing Center)

### **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 only have an impact by leading and managing organizational processes. 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’ll encounter a variety of practical and essential topics and tools, including mission, strategy, goals, structure, teams, diversity and inclusion, motivation, and negotiation.

### **Course Material**

- [NYU Classes](http://newclasses.nyu.edu/) (<http://newclasses.nyu.edu/>): You will find the course syllabus, assignments, exercises, surveys, and slides here. If you have not activated your NYU Net ID or have forgotten your password, you can activate or change your password at [Start NYU](http://start.nyu.edu) (<http://start.nyu.edu>).
- [M&L Plus](https://docs.google.com/document/d/1ajEvLMnn24aIxg2qYZgq-tWPqyq5wpDvHGUbAy_dy5g/edit?usp=sharing) ([https://docs.google.com/document/d/1ajEvLMnn24aIxg2qYZgq-tWPqyq5wpDvHGUbAy\\_dy5g/edit?usp=sharing](https://docs.google.com/document/d/1ajEvLMnn24aIxg2qYZgq-tWPqyq5wpDvHGUbAy_dy5g/edit?usp=sharing)): This document provides additional courses and optional readings so that you can explore the topics we cover in more depth.
- [NYU Bookstore](http://www.bookstores.nyu.edu/) (<http://www.bookstores.nyu.edu/>): You will need to purchase a paper course pack with readings (digital version is available at no extra cost). To keep costs down, NYU Classes will have links to readings you can access and print from the NYU library.

- Some class announcements will also be distributed via e-mail. Thus, it is important that you actively use your NYU e-mail account, or have appropriate forwarding set up on [NYU Home](https://home.nyu.edu/) (https://home.nyu.edu/).
- Electronics such as computers, tablets, and phones are not allowed during class so please bring your readings, a notebook, pen, etc.

## **Learning Objectives and Skill Development**

The course combines conceptual and experiential approaches and is divided into four modules:

1. Teams and teamwork
2. Interpersonal dynamics
3. Designing and aligning organizations
4. Leading change

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

There are three learning objectives that cut across each class:

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

## **Class Teams**

You will self-select into teams on the second day of class that work together the entire semester. At the start of each class, you will have the opportunity to discuss and debate the case analysis and recommendations before the class discussion in which you may be called. You are expected to do all of the reading and answer the case questions before class.

## **Assessment and Grading Policy**

### **Individual assessment (60%)**

20% Contribution to discussion & learning

10% Professionalism

30% Final exam

### **Team assessment (40%)**

20% Two analytical memos

15% Congruence model analysis

5% Congruence model presentation

#### **1. Contribution to discussion and learning**

Managerial and leadership practices are critical for organizational success, but they are nuanced and need to be applied thoughtfully with an eye to power, culture, and organizational alignment. Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions and trying to understand the assumptions that drive our colleagues' behavior. During the case discussions and exercises, you will be called on to analyze the situation at hand and share recommendations. The only way to conduct a sharp case analysis and contribute insightful comments is to read the case and articles carefully and complete the exercises, reflecting on how they inform situations you have experienced.

#### **2. Professionalism**

Professionalism is calculated based on attendance, lateness, and number of course assignments (i.e., surveys, 100-word case write ups, reflections) completed on time. If you will be absent or delayed (e.g., train delays, family emergencies), please email the teaching colleague.

#### **3. Final exam**

The final exam will cover topics from the readings, course discussions, and your team work. If you do all the readings, engage in class discussions, and reflect on the material we covered, you will be prepared. The final exam will be take home – you will have one week (Dec 12 – Dec 19) to return it.

#### **4. Two analytical memos**

Your purpose in writing these memos is to provide information and make recommendations to people who must make decisions about key strategic issues. Pedagogically, this assignment provides you with the opportunity to develop your writing, analysis, and communication skills. It also gives you the ability to apply course principles and practices.

For each of the group memos, please include a cover page with the names of everyone who contributed to the memo and the role they played in the memo. If a group member did not contribute, do not include that person's name and s/he will not receive credit for this assignment. Everyone whose name does appear on the assignment will receive the same grade. The memo should be 2 pages (not including the cover page), single spaced, 1-inch margins, and 12-point Time New Roman font—this format is required of all written assignments. List references or figures, if necessary, on a concluding page. Format, grammar, punctuation, and spelling all matter. Please use paragraph headings. Explain your reasoning clearly, succinctly, and convincingly to your target audience. When you present your recommendations, make sure they are realistic and take the individuals, context, timing, and other variables in the case into account. A strong memo always considers the most compelling alternative

explanations or recommendations, as well as criticisms of your ideas, and makes an argument for why your choices are the best option in this situation.

Memo outline:

- Open with a brief one-paragraph summary
  - What is the context, key issue(s), and your recommendation?
- Background: Diagnosis
  - Why is this group/department/organization facing these issues? Identify root causes.
- Recommendations / next steps
  - What are your specific recommendations? Rationale? Alternatives?
  - How should your recommendations be implemented? What are the priorities?

### **Memo 1**

Please submit your memo by Wednesday, **October 10 at 9:00 pm**. Remember to only submit one copy per team.

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

After submitting this memo, please complete the individual and team assessments that will be emailed to you. Your answers will not affect your memo grade or your course grade.

### **Memo 2**

Please submit your memo by Wednesday, **November 7 at 9:00 pm**. Remember to only submit one copy per team.

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

After submitting this memo, please complete the individual and team assessments that will be emailed to you.

## **5. Congruence model analysis**

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

### **Part 1**

Please submit your write-up by Wednesday, **November 21 at 9:00 pm**. Only one per team please.

- Succinctly state the gap that you will address. Explain why you know it is a gap (i.e., the difference between expectations and reality for a performance gap). Explain why this is the most important gap to address.
- State the root causes and explain why you think they are the root causes.

## Part 2

Please submit Thursday, **December 6 at noon**. Remember to only submit one copy per team.

- Target: Address an appropriate target in the organization and make it compelling/persuasive.
- State a revised and refined gap statement.
- Provide enough context, history, and organizational description to explain your gap, root cause analysis, and recommendations.
- Explain the root causes, why they are important, and why you focused on these (instead of something else), and what you learned from mapping them to the congruence model (e.g., alignment problem between Critical Tasks and Capabilities: Do the skills, abilities and motives of the employees fit with the task requirements?)
- Propose an action plan. Explain how it addresses the gap and root causes, why these are the best steps (instead of others), and how would these be carried out (e.g., order, timing).

After submitting this memo, please complete the individual and team assessments that will be emailed to you.

### 6. Congruence model presentation (December 3, 2018)

Each team will have 8 minutes to present their congruence model case followed by 4 minutes of Q&A. You are presenting to your target (i.e., the person in the organization you are writing to). You will be graded on: 1) Content—does the gap, root cause(s), congruence model, and action plan make sense? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness—Are you convincing and memorable? You will be able to incorporate feedback from your professor and classmates into Part 2 of your Congruence Model Analysis.

### 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](#) 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.

### Statement of 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](#). 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.

## Module 1: Teams and Teamwork

### Class 1 – September 10, 2018

Please prepare in the order presented in the syllabus; bring your notes for discussion.

<b>Class 1</b>	<b>Introduction to Management and Leadership</b>
<b>Survey:</b>	Introductory online survey <b>due Wednesday, September 5 at 9:00 pm</b> ( <a href="https://nyu.qualtrics.com/jfe/form/SV_1A3gf7UT4GMmJ5X">https://nyu.qualtrics.com/jfe/form/SV_1A3gf7UT4GMmJ5X</a> )
<b>Exercise 1:</b>	Leadership Style: <b>Two PDFs in NYU Classes.</b>
<b>Reading 1:</b>	Gabarro, J. J., & Kotter, J.P. (2005). Managing Your Boss. Harvard Business Review, 83(1). <a href="#">How to find articles in Harvard Business Review in the NYU library.</a>
<b>Reading 2:</b>	Manzoni, J. F., & Barsoux, J. L. (1998). The set-up-to-fail syndrome. Harvard Business Review, 76(2), 101-113. <a href="#">How to find articles in Harvard Business Review in the NYU library.</a>
<b>Case prep:</b>	Gomez-Ibañez, J. A. (1986). Learning by the case method. Case Program, Harvard Kennedy School of Government. <b>NYU Classes PDF.</b>
<b>Case:</b>	Manzoni, J-F. & Barsoux, J-L. (1996) Lee Coker. INSEAD. <b>In course pack.</b>
<b>Case writing:</b>	Post your very brief answers (1-2 sentences each) to the following questions on NYU Classes in Assignments under “Lee Coker” by the start of class ( <b>September 10 at 9:30 am</b> ). Please come to class prepared to provide support for your perspective. 1. What is the performance gap (the motivating problem) in the Lee Coker case? What caused it? 2. How did Ed and Lee’s assumptions and behaviors contribute to the performance gap? 3. What should Lee do next? 4. What should Ed have done and when should he have done it?

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

## Class 2 – September 17, 2018

<b>Class 2</b>	<b>Building high-performing teams</b>
<b>Survey:</b>	Forming teams survey due Wednesday, <b>September 12 at 9 pm</b> ( <a href="https://nyu.qualtrics.com/jfe/form/SV_0eMw0rBOPuhHGwl">https://nyu.qualtrics.com/jfe/form/SV_0eMw0rBOPuhHGwl</a> )
<b>Writing:</b>	Please write a one-page single-spaced memo to your fellow students telling your story in a paragraph, including your professional and personal interests and your reasons for attending Wagner. In a second paragraph, articulate your strengths and areas of development as a leader and a team member, and the conditions under which you work best. Post this on NYU Classes in “Forums” under “Your Story” by Wednesday, <b>September 12 at 9:00 pm</b> . Please read your classmates memos and bring your own memo to class.
<b>Reading 1:</b>	Polzer, J. (2009). Leading teams note. Harvard Business School Note 9-410-051. <b>In course pack.</b>
<b>Reading 2:</b>	Leonard, D., & Straus, S. (1997). Putting your company's whole brain to work. Harvard Business Review, 75(4), 110-122.  <a href="#">How to find articles in Harvard Business Review in the NYU library:</a> <ul style="list-style-type: none"><li>• Go to <a href="https://library.nyu.edu">https://library.nyu.edu</a>, click the "Journals" tab, and search for "Harvard Business Review".</li><li>• Click the first result in BobCat, then on the next page select "EBSCOhost Business Source Complete".</li><li>• Click "Search within this publication", then enter the article title and change the search box to search the "Title" of documents.</li><li>• The first result should have the full text and PDF of the desired article.</li></ul>
<b>Reading 3:</b>	Phillips, K. W. (2014). How diversity works. Scientific American, 311(4), 42-47. Copy and paste in browser: <a href="https://www.researchgate.net/profile/Megan_Bang/publication/280845360_Particuliar_Points_of_View/links/57485c2808ae18b6dce91abf.pdf">https://www.researchgate.net/profile/Megan_Bang/publication/280845360_Particuliar_Points_of_View/links/57485c2808ae18b6dce91abf.pdf</a>
<b>Reminder:</b>	Start working on Memo 1 due October 10 at 9:00 pm

<b>Learning objective:</b>	<b>Build teams effectively</b>
a.	Learn when having teams is beneficial and when it is not
b.	Thinking through who should be on the team and why
c.	Identify the impact of different types of diversity on teams
d.	Understand the components for launching an effective team

### Class 3 – September 24, 2018

<b>Class 3</b>	<b>Team processes and effectiveness</b>
<b>Survey:</b>	Psych safety and team learning survey due Wednesday, <b>September 19 at 9 pm</b> ( <a href="https://nyu.qualtrics.com/jfe/form/SV_9ElbKQTBGAI30K9">https://nyu.qualtrics.com/jfe/form/SV_9ElbKQTBGAI30K9</a> )
<b>Reading 1:</b>	Detert, J.R. & Burris, E.R. (2016). Can your employees really speak freely? Harvard Business Review, 94(1), 80-87. <a href="#">How to find articles in Harvard Business Review in the NYU library.</a>
<b>Reading 2:</b>	Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997). How management teams can have a good fight. Harvard Business Review, 75(4), 77-85. <a href="#">How to find articles in Harvard Business Review in the NYU library.</a>
<b>Case:</b>	Roberto, M.A. & Carioggia, G.M. (2003). Mount Everest—1996. Harvard Business School Case 9-303-061. <b>In course pack.</b>
<b>Case writing:</b>	Post your very brief answers (1-2 sentences each) to the following three questions on NYU Classes in Assignments under “Everest” <b>before the start of class</b> . Please come to class prepared to provide support for your perspective. <ol style="list-style-type: none"><li>1. Why did this tragedy occur?</li><li>2. What should they have done to avoid these types of issues?</li><li>3. What can we learn from this for our organizations?</li></ol>
<b>Guest:</b>	TBD
<b>Learning objective:</b>	<b>Building and coaching teams; teamwork</b> <ol style="list-style-type: none"><li>a. Manage team/group processes, relationships, and responsibilities</li><li>b. Understand how teams can make decisions more effectively</li><li>c. Use frameworks for evaluating team effectiveness</li><li>d. Understand the basics of teaming</li></ol>



## Module 2: Interpersonal Dynamics

### Class 4 – October 1, 2018

Class 4	Power and influence
<b>Exercise:</b>	Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Kellogg Dispute Resolution Research Center. <b>In course pack.</b>  Fill out the Kidney case survey by Wednesday, <b>September 26, 2018 at 9:00 pm.</b> ( <a href="https://nyu.qualtrics.com/jfe/form/SV_eG8NwbNcH3CccFT">https://nyu.qualtrics.com/jfe/form/SV_eG8NwbNcH3CccFT</a> )
<b>Reading 1:</b>	McGinn, K.L. & Long Lingo, E. (2001). Power and influence: Achieving your objectives in organizations. Harvard Business School Note 9-801-425. <b>In course pack.</b>
<b>Reading 2:</b>	Cialdini, R. B. (2003). The Power of Persuasion. Stanford Social Innovation Review, 1(2), 18-27. <b>NYU Classes link:</b> ( <a href="http://ssir.org/articles/entry/the_power_of_persuasion">http://ssir.org/articles/entry/the_power_of_persuasion</a> )
<b>Case:</b>	McGinn, K. and Gendron, A. (2001). Reverend Jeffrey Brown: Cops, Kids, and Ministers. Harvard Business School Case, pp. 1-20. <b>In course pack.</b>
<b>Case writing:</b>	Post your very brief answers (1-2 sentences each) to the following questions on NYU Classes in Assignments under “Rev Brown” <b>before the start of class.</b> Please come to class prepared to provide support for your perspective. <ol style="list-style-type: none"><li>1. What are the root causes of the crisis?</li><li>2. Map out Rev Brown’s sources of power.</li><li>3. How did his power allow him to achieve success to date? How will his existing power sources help or hinder his achievement of his future objectives?</li><li>4. What influence tactics do they use? How do they use them?</li><li>5. Consider the power dynamics in the coalitional leadership structure. What are the costs and benefits to this approach, given the objectives of the coalition?</li></ol>
<b>Learning objective:</b>	<b>Using your power for good</b> <ol style="list-style-type: none"><li>a. Identify and learn to use your sources of power</li><li>b. Map the power structure in your team, organization, and/or coalition</li><li>c. Learn about influence in written and verbal communication</li></ol>

## Class 5 – October 9, 2018 (Tuesday)

<b>Class 5</b>	<b>Decision making and ethics</b>
<b>Reading 1:</b>	Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. Harvard Business Review, 89(6), 50-60. <a href="#">How to find articles in Harvard Business Review in the NYU library.</a>
<b>Reading 2:</b>	Banaji, M., Bazerman, M. H., & Chugh, D. (2003). How (un)ethical are you? Harvard Business Review, 81(12), 56-64. <a href="#">How to find articles in Harvard Business Review in the NYU library.</a>
<b>Reading 3:</b>	Dovidio, J. F., & Gaertner, S. L. (2005). Color blind or just plain blind. The Nonprofit Quarterly, 12(4). <a href="#">Available online:</a> <a href="https://nonprofitquarterly.org/2005/06/21/color-blind-or-just-plain-blind-the-pernicious-nature-of-contemporary-racism/">https://nonprofitquarterly.org/2005/06/21/color-blind-or-just-plain-blind-the-pernicious-nature-of-contemporary-racism/</a>
<b>Exercise:</b>	Play around with: <a href="http://ncase.me/polygons/">http://ncase.me/polygons/</a>
<b>MEMO 1 due:</b>	<b>Group analytical memo:</b> Amabile, T. M. & Schatzel, E. A. (2003). The Satera team at Imatron Systems, Inc. (A). Harvard Business School Case 9-803-141. <b>In course pack. Due Wednesday, October 10 at 9:00 pm</b>

<b>Learning objective:</b>	<b>How to make effective and moral decision</b>
a.	Basics of systematic and unconscious biases
b.	Improve your decision-making skills
c.	Consider the role of ethics and how it is different from good intentions
d.	Apply all of the above to demographic differences (e.g., race, gender, sexual orientation, nationality, religion, political orientation, etc.)

## Class 6 – October 15, 2018

<b>Class 6</b>	<b>Negotiation</b>
<b>Topics:</b>	BATNA; reservation price; ZOPA; prioritizing interests; value creation; distributive versus integrative outcomes
<b>Exercise:</b>	Negotiation and Thomas Kilman Conflict Survey. <b>PDF in NYU Classes.</b> Fill out the survey by <b>Wednesday, October 10, 2018:</b> ( <a href="https://nyu.qualtrics.com/jfe/form/SV_1MMaD7c9x2LHr93">https://nyu.qualtrics.com/jfe/form/SV_1MMaD7c9x2LHr93</a> )
<b>Reading 1:</b>	Neale, M. (2004). Are You Giving Away the Store? Strategies for Savvy Negotiation. <i>Stanford Social Innovation Review</i> , 2(3), 33-39. <b>NYU library – similar search to Harvard Business Review</b>
<b>Reading 2:</b>	Bazerman, M. H., Baron, J., & Shonk, K. (2001). Their Gain is Our Loss. In “You Can’t Enlarge the Pie”: Six Barriers to Effective Government, pp. 44-65. Cambridge, MA: Basic Books. <b>NYU Classes PDF.</b>
<b>Reading 3:</b>	Malhotra, D., & Bazerman, M. H. (2008). Confronting lies and deception. <i>Negotiation genius: How to overcome obstacles and achieve brilliant results at the bargaining table and beyond</i> (pp.196-218). Bantam. <b>NYU Classes PDF.</b>
<b>Learning objective:</b>	<b>How to create value</b>
	a. Understand the basics of negotiation
	b. Learn how to create value for yourself and others
	c. Gain comfort and confidence in approaching and engaging in a negotiation

## Class 7 – October 22, 2018

Class 7	Motivation
<b>Topics:</b>	When to apply different types of motivation; Identity; Compensation; Tying motivation to mission and vision; job crafting
<b>Survey:</b>	Motivation survey due <b>Wednesday, October 17 at 9:00 pm:</b> ( <a href="https://nyu.qualtrics.com/jfe/form/SV_5gNqWOynFb9OEbb">https://nyu.qualtrics.com/jfe/form/SV_5gNqWOynFb9OEbb</a> )
<b>Reading 1:</b>	D'Aunno, T. & Gilmartin, M. (2012). Motivating people. In Burns, L., Bradley, E. & Weiner, B (Eds). Shortell and Kaluzny Health Management: Organization design and behavior, 6 <sup>th</sup> edition, chapter 4. Delmar Cengage Learning. <b>NYU Classes PDF.</b>
<b>Reading 2:</b>	Pfeffer, J. (2005). Putting People First: How Nonprofits that Value their Employees Reap the Benefits in Service Quality, Morale, and Funding. Stanford Social Innovation Review, 3(1), 27-33. <b>NYU library – similar search to Harvard Business Review</b>
<b>Reading 3:</b>	Thomas-Briefeld, S. (2017). How to Think Differently about Diversity in Nonprofit Leadership: Get Comfortable with Discomfort. Nonprofit Quarterly. <a href="https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/">Available online:</a> ( <a href="https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/">https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/</a> )
<b>Case:</b>	Dutton, J. (2009). Job Crafting at Burt's Bees. Center for Positive Organizations. <b>In course pack.</b>
<b>Case writing:</b>	Post your very brief answers (1-2 sentences each) to the following questions on NYU Classes in Assignments under "Burt's Bees" <b>before the start of class.</b> Please come to class prepared to provide support for your perspective. <ol style="list-style-type: none"><li>1. Why do employees job craft?</li><li>2. How would you summarize the way each person crafted his or her job? What does this tell you about the options that people have in crafting their jobs?</li><li>3. In what ways is job crafting beneficial for the four employees described in the case?</li><li>4. What could make the four employee's job crafting costly to Burt's Bees?</li><li>5. In general, what are the potential benefits and costs of job crafting?</li></ol>
<b>Learning objective:</b>	<b>Motivation</b> <ol style="list-style-type: none"><li>a. Recognizing individual and contextual differences in motivation</li><li>b. Learning to approach motivation holistically</li><li>c. Better understand the types and effects of individual and team goals</li></ol>

## Module 3: Designing and Aligning Organizations

Class 8 – October, 29, 2018

<b>Class 8</b>	<b>Strategy and structure</b>
<b>Topics:</b>	Mission and vision; Organizing and organizational design; Structural approaches to coordination and control; Strengths and weaknesses of formal structures
<b>Survey:</b>	Mid-semester feedback survey due <b>Wednesday, October 24 at 9:00 pm:</b> ( <a href="https://nyu.qualtrics.com/jfe/form/SV_71x54a4Xv7Hz4Md">https://nyu.qualtrics.com/jfe/form/SV_71x54a4Xv7Hz4Md</a> )
<b>Reading 1:</b>	Phills, J. A. (2005). Introduction: The Role of Mission and Strategy in Enhancing the Performance of Nonprofit Organizations, & Mission: The Psychological and Emotional Logic. In <i>Integrating Mission and Strategy for Nonprofit Organizations</i> , pp. 3-47. New York, NY: Oxford University Press. <b>NYU library:</b> ( <a href="http://bobcat.library.nyu.edu/primo-explore/fulldisplay?docid=nyu_aleph003177924&amp;context=L&amp;vid=NYU&amp;search_scope=all&amp;tab=all&amp;lang=en_US">http://bobcat.library.nyu.edu/primo-explore/fulldisplay?docid=nyu_aleph003177924&amp;context=L&amp;vid=NYU&amp;search_scope=all&amp;tab=all&amp;lang=en_US</a> )
<b>Reading 2:</b>	Business Wire (2011). When Fair Goes Foul: MIT Sloan Researcher Finds That Efforts to Promote Workplace Meritocracy Can Have the Opposite Effect. <b>Available online:</b> ( <a href="http://www.businesswire.com/news/home/20110502006774/en/Fair-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77">http://www.businesswire.com/news/home/20110502006774/en/Fair-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77</a> )
<b>Case:</b>	Nelson, B.J. & Hummer, A. (2004). Mission expansion: The origins of the YWCA's anti-racism campaign. In Nelson, B. <i>Leadership and Diversity: A Case Book</i> . UCLA. <b>In course pack.</b>
<b>Case writing:</b>	Post your very brief answers (1-2 sentences each) to the following questions on NYU Classes in Assignments under "YWCA" <b>before the start of class.</b> Please come to class prepared to provide support for your perspective. 1. By 1970, in what ways was the YWCA and its work aligned and misaligned with its mission? 2. What were the goals behind the One Imperative? Explain the strategy used by members of the Conference of Black Women to reach these goals. How did the structure of the YWCA help and hurt this effort? 3. What advice would you give Helen Claytor, the national YWCA President, and Edith Lerrigo, the Executive Director, about how to implement the One Imperative in a federated organization with a good deal of local autonomy?
<b>Learning objective:</b>	<b>Strategy &amp; structure</b> a. Analyze and understand the role of mission, vision, values, and goals b. Learn the key features of an organization's strategy c. Understand different organizational structures and when to use them

## Class 9 – November 5, 2018

<b>Class 9</b>	<b>Organizational alignment</b>
<b>Topics:</b>	Defining problems in alignment; Applying the congruence model: strategic context, strategic choices, structure, culture, critical tasks, people, and performance.
<b>Reading:</b>	Tushman M. L. & O'Reilly, C. A. (2002). Managerial problem solving: A congruence approach. Ch 4. <i>Winning through innovation: A practical guide to leading organizational change and renewal</i> . Boston, MA: Harvard Business School Press. <b>NYU Classes PDF.</b>
<b>Case:</b>	Anteby, M., Battilana, J., & Pache, A-C. (2007). Marie Trellu-Kane at Unis-Cité. Harvard Business School Case 9-407-106. <b>In course pack.</b>
<b>Case writing:</b>	Post your very brief answers (1-2 sentences each) to the following questions on NYU Classes in Assignments under “Unis-Cité” <b>before the start of class.</b> Please come to class prepared to provide support for your perspective. <ol style="list-style-type: none"><li>1. What is the gap?</li><li>2. What are the root causes of that gap? (If there are many, please prioritize the top three.)</li><li>3. What alignment issues are there?</li><li>4. What action plan do you recommend?</li></ol>
<b>MEMO 2 due:</b>	<b>Group analytical memo:</b> McGinn, K. L. & Hammer, C. B. (2013). Carolina for Kibera with embedded video. Harvard Business School Case 9-910-017. <b>In course pack. Due Wednesday, November 7 at 9:00 pm.</b>
<b>Learning objective:</b>	<b>Problem solving &amp; Strategy</b> <ol style="list-style-type: none"><li>a. Identify, analyze, and on underlying issues</li><li>b. Analyze and assess environmental context</li><li>c. Understand and work within formal and informal structures</li></ol>

## Class 10 – November 12, 2018

<b>Class 10</b>	<b>Organizational culture</b>
<b>Topics:</b>	Culture as shared values; Culture as social control; Culture that benefits from diversity; Cultural fit; Creativity and innovation
<b>Reading 1:</b>	Schein E. H. (2010). Organizational culture and leadership defined (pp1-5). The three levels of culture (Ch2, pp. 23-33). Organizational culture and leadership: A Dynamic View. 4 <sup>th</sup> Ed. San Francisco: Jossey-Bass Inc. <b>NYU Classes PDF.</b>
<b>Reading 2:</b>	Thomas, D. A., & Ely, R. J. (1996). Making differences matter. Harvard Business Review, 74(5), 79-90. <a href="#">How to find articles in Harvard Business Review in the NYU library</a>
<b>Reading 3:</b>	Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. Harvard Business Review, 94(7-8), 52-60. <a href="#">How to find articles in Harvard Business Review in the NYU library</a>
<b>Writing:</b>	<p>Post your very brief answer (1 short paragraph) to the following questions on NYU Classes in Assignments under “Organizational culture” <b>before the start of class</b>. Please come to class prepared to discuss this with your team.</p> <ol style="list-style-type: none"><li>1. Reflect on your organization’s culture.</li><li>2. What are the artifacts, values, and assumptions that define your organization’s culture?</li><li>3. What is rewarded in your organization? These are not the things that senior managers tell you; rather, these are the things that really exist in your organization.</li></ol>
<b>Learning objective:</b>	<b>Problem solving &amp; Strategy</b>
a.	Identify, analyze, and use organizational culture
b.	Understand the impact of organizational culture on an organization’s ability to benefit from diversity

## Class 11 – November 19, 2018

<b>Class 11</b>	<b>Managing and measuring performance</b>
<b>Topics:</b>	Reasons for measuring performance; Measurement approaches; Thinking through impact; Logic model
<b>Reading 1:</b>	Behn, R. D. (2003). Why Measure Performance? Different Purposes Require Different Measures. <i>Public Administration Review</i> , 63, pp. 586-606. <a href="https://newclasses.nyu.edu/access/content/group/d4bddef3-7d35-4812-80ae-bf38fcb0c183/Course%20Material%20-%20PDFs/Behn%202003.pdf">NYU Classes PDF</a> : (https://newclasses.nyu.edu/access/content/group/d4bddef3-7d35-4812-80ae-bf38fcb0c183/Course%20Material%20-%20PDFs/Behn%202003.pdf)
<b>Reading 2:</b>	W.K. Kellogg Foundation (2004). W.K. Kellogg Foundation Logic Model Development Guide. Required: Chapter 1, pp. 1-14. (Optional – Rest of Guide). <a href="https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide">Available online</a> : (https://www.wkkf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide)
<b>Case:</b>	Grossman, A. & Curran, D. F. (2004). Harlem Children’s Zone: Driving performance with measurement and evaluation. Harvard Business School Case 9-303-109. <b>In course pack.</b>
<b>Case writing:</b>	Post your very brief answers (1-2 sentences each) to the following questions on NYU Classes in Assignments under “Harlem Children’s Zone” <b>before the start of class</b> . Please come to class prepared to provide support for your perspective. 1. What was the starting point for Rheedlen/Harlem Children’s Zone (HCZ) in the 1990s? What was making them successful? What was a challenge? 2. What was HCZ’s theory of change? 3. Apply the logic model to the HCZ case. 4. What were the strengths and weaknesses of implementation?
<b>Congruence model Part 1:</b>	Please submit by <b>November 21 at 9 pm</b> . Succinctly state the gap that you will address. Explain why you know it is a gap (i.e., the difference between expectations and reality for a performance gap). Explain why this is the most important gap to address. State the root causes and explain why you think they are the root causes.
<b>Learning objective:</b>	<b>Performance</b>
a.	Understand the difference between managing and measuring performance and why that matters
b.	Understand and use theory of change and logic models



## Module 4: Leading Change

### Class 12 – November 26, 2018

<b>Class 12</b>	<b>Bottom-up approaches to leading change</b>
<b>Topics:</b>	Battilana's 3 Cs; Martorana, Galinsky, & Rao, 2005; Ganz's Personal Narrative; Story boarding and story arc; Running effective meetings
<b>Watch and take notes:</b>	Watch this <a href="https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks">Nancy Duarte video</a> (minutes 2:20-15:40) to think more deeply about how great speeches are structured. ( <a href="https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks">https://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks</a> )
<b>Watch and take notes:</b>	Watch this <a href="https://www.youtube.com/watch?v=Egq6IPUMgh4">public speaking for quiet people video</a> (only for as long as it's helpful to you) ( <a href="https://www.youtube.com/watch?v=Egq6IPUMgh4">https://www.youtube.com/watch?v=Egq6IPUMgh4</a> )
<b>Watch and take notes:</b>	Watch this 7 minute <a href="https://www.youtube.com/watch?v=eSGkeXsaXSY">video about story boarding</a> : ( <a href="https://www.youtube.com/watch?v=eSGkeXsaXSY">https://www.youtube.com/watch?v=eSGkeXsaXSY</a> )
<b>Watch and take notes:</b>	Watch this 11.5 minute <a href="https://www.youtube.com/watch?v=jtzXHre536M">video about how to run an effective meeting</a> (think about how you would adapt this to your organization): ( <a href="https://www.youtube.com/watch?v=jtzXHre536M">https://www.youtube.com/watch?v=jtzXHre536M</a> )
<b>Final Review:</b>	Start studying for the final exam and bring questions for us to cover in class.

<b>Learning objective:</b>	<b>Creating change within or across organizations, communities, policy areas</b>
a.	Understand the basic elements of using your story to create change
b.	Understanding how to convey information convincingly and succinctly

## **Class 13 – December 3, 2018**

### **Group presentations**

**Congruence model presentation.** Each team will have 8 minutes to present their congruence model case followed by 4 minutes of Q&A. You are presenting to your target (i.e., the person in the organization you are writing to). You will be graded on: 1) Content—does the gap, root cause(s), congruence model, and action plan make sense? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness—Are you convincing and memorable?

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

MEMO 3, Part 2: Congruence Model Analysis Part 2 is due **Thursday, December 6 at noon.**

## Class 14 – December 10, 2018

<b>Class 14</b>	<b>Leading change</b>
<b>Topics:</b>	Bringing it all together...leadership, teams, power, negotiation, motivation, performance, culture, and strategy.
<b>Survey: TBD</b>	Please complete the course survey, which will be used to help us understand how to improve this course.
<b>Reflection</b>	Please write a one-page single-spaced reflection on how you plan (or have started) to use any of the material covered in class to be a more effective and/or efficient manager and leader. Post your response on NYU Classes in Assignments under “Final Reflection” <b>by the start of class</b> .
<b>Reading 1:</b>	Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. Harvard Business Review, January, pp. 96-103. <a href="#">How to find articles in Harvard Business Review in the NYU library</a>
<b>Reading 2:</b>	Tushman M. L. & O’Reilly, C. A. (2002). Implementing strategic change. Ch 8. Winning through innovation: A practical guide to leading organizational change and renewal. Boston, MA: Harvard Business School Press. <b>NYU Classes PDF</b> .
<b>Case:</b>	Govindarajan, V. & Ramamurti, R. (2018). Transforming Health Care From the Ground Up. Harvard Business Review. July-August, pp. 96-104. <a href="#">How to find articles in Harvard Business Review in the NYU library</a>
<b>Case reflection:</b>	As you read the case, apply the Kotter and/or Tushman and O’Reilly change models. How do the two health care cases use these strategies (or not). Reflect on how you would lead change in your organization, community, or industry.
<b>Learning objective:</b>	<b>Leading change</b>
a.	Learning to read and respond to the external environment, especially to customers.
b.	Understanding the individual, team, organizational, and leadership components of leading change.

### Final Exam

The M&L final will be sent out on **Wednesday, December 12 at 10:00 am**, and you will have until **Wednesday, December 19 at 10:00 am** to submit it.