



**NYU**

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

**CORE-GP 1020**

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

**Fall 2019**

### **Instructor Information**

#### **Professor Patricia Satterstrom**

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

Office: Puck Building, 3059

Office hours: Wednesdays, 2:30pm – 4:00pm, sign up on [Calendly](https://calendly.com/patricia-satterstrom/prof-satterstrom-fall-2019-office-hours) (<https://calendly.com/patricia-satterstrom/prof-satterstrom-fall-2019-office-hours>)

### **Course Information**

#### **Section 0015**

#### **Information**

Time:

Thursdays, 9:30 am – 12:15pm

Location:

45 West 4th Street, Paulette Goddard Hall, Room B06

**Teaching Colleague: Sulki Lee**

TC office hours:

Fridays, 9:30 am – 11:00am, Puck Building 3045

Wagner Writing Center <https://wagner.nyu.edu/portal/students/academics/advisement/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, links to readings through the NYU library, surveys, and slides here.
- [M&L Plus](https://docs.google.com/document/d/1ajEvLMnn24a1xg2qYZgq-tWPqyq5wpDvHGUBAy_dy5g/edit?usp=sharing) ([https://docs.google.com/document/d/1ajEvLMnn24a1xg2qYZgq-tWPqyq5wpDvHGUBAy\\_dy5g/edit?usp=sharing](https://docs.google.com/document/d/1ajEvLMnn24a1xg2qYZgq-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; the digital version is available at no extra cost.
- [CliftonStrengths](https://www.strengthsquest.com/home.aspx) (<https://www.strengthsquest.com/home.aspx>): You will need to complete the Top 5 CliftonStrengths (students pay \$13.05 if you register with your student email).

- Some class announcements will 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, and 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

### Assessment and Grading Policy

Due Date	Graded	Assignments
1. Intro, Mon, Sept 2, 5:00 pm	Part of participation grade	Surveys
2. Team, start of class Thur, Sept 12		
3. Psych safety, Mon, Sept 16, 5:00 pm		
4. Kidney, Mon, Sept 23, 5:00 pm		
5. Conflict, Mon, Oct 14, 5:00pm		
6. Mid-semester eval, Mon, Oct 14, 5:00pm		
Friday, October 4, 5:00 pm	Graded	Memo 1
Friday, October 25, 5:00 pm	Graded	Memo 2
<b>Any time before</b> Friday, Nov 1, 5:00 pm	Graded	Individual writing assignment
Friday, November 8, 5:00 pm	Feedback only	Gap and root causes write up
Thursday, November 21, in class	Feedback only	Congruence model presentation
Friday, December 6, 5:00 pm	Graded	Congruence model memo
Dec 12, start of class	Not graded	Final reflection
Dec 12, 12:00 pm – Dec 20, 5:00 pm	Graded	Final exam

**Individual assessment (60%)**

25% Participation

10% Applied writing assignment

25% Final exam

**Team assessment (40%)**

20% Two analytical memos

20% Congruence model analysis

**Participation**

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 reasoning that underlies our colleagues' behavior. The only way to conduct a sharp case analysis and contribute insightful comments is to read the cases and articles carefully and complete the exercises, reflecting on how they inform situations you have experienced.

We calculate your participation grade by 1) tracking comments throughout the semester and rating them for quality—you don't need to participate all the time, but you need to participate sometimes, 2) rating the quality of your contribution to the class online reflection forum, and 3) calculating attendance and survey submission. If you will be absent or delayed (e.g., train delays, family emergencies), please email the teaching colleague.

**Applied writing assignment due any time before Friday, November 1<sup>st</sup> at 5:00pm**

This one-page writing exercise is meant to allow you to apply any topic we cover to a problem or an opportunity that is meaningful to you. For example, after we study team launches, you might write a memo to your boss about a performance gap around team launches. Alternatively, you could write this as a blog entry or a trade article for an audience in your field.

We grade this assignment by looking for evidence that 1) you understood the topic, 2) you used appropriate examples, and 3) you provided specific and reasonable advice for your audience—please specify your audience. One-page, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Classes under Assignments.

**Final exam will be emailed December 12, 12:00 pm and due back by December 20, 5:00 pm**

The final exam will cover topics from the lecture, readings, course discussions, and your team work. If you come to class, do all the readings, engage in class discussions, and reflect on the material we covered, you will be well prepared. The final exam will be take home.

Each M&L instructor grades one question using a rubric agreed upon by all M&L instructors.

**Class Teams**

We will use a new program to self-select into teams on the second day of class; you will then work together on two memos and the congruence model assignment. 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 consider the case questions before class.

**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:

- **Team members:** 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.
- **Format:**
  - Address a specific person.
  - Open with a very brief on-paragraph summary. What is the context, why is this important, what are the key issue(s), and your recommendation?
  - Explain your diagnosis. Why is this group/department/organization facing these issues? What are the root causes and why?
  - Provide specific recommendations that are realistic and take the individuals, context, timing, and other variables in the case into account. How should your recommendations be implemented? What are the priorities? Why are these recommendations better than a reasonable alternative?
  - The memo should be no longer than two pages (not including the cover page), single-spaced, 1-inch margins, and 12-point Times New Roman font. List references or figures, if necessary, on a concluding page. Please use paragraph headings. Remember to submit your memos on NYU Classes under Assignments.
- **Grading:**

There is no single right answer, but there are stronger and weaker memos.

  - 30 pts are allocated for the analysis of the problems/opportunities and root causes.
  - 30 points are allocated for your recommendations.
  - 16 points are allocated for demonstrating strong critical thinking skills.
  - 12 points are allocated for the quality of your writing.
  - 12 points are allocated for the organization of ideas and format.

### **Memo 1**

Please submit your memo by Friday, **October 4<sup>th</sup> at 5:00 pm**. Remember to 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 are meant to help your team improve and will not be counted towards your grade.

### **Memo 2**

Please submit your memo by Friday, **October 25<sup>th</sup> at 5:00 pm**. Remember to 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.

### **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. The final assignment will be graded; however, the initial write-up assignment and presentation are meant to help guide and support you.

**Gap and root causes.** Please submit your 1-paragraph write-up by Friday, **November 8<sup>th</sup> at 5:00 pm.**

- Succinctly state the gap that you will address. Explain why you know it is a 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.

**Feedback session.** Each team will present their work-in-progress in class on **November 21<sup>st</sup>.**

- Each team will have five minutes to present their congruence model case followed by four minutes of feedback from the class and instructors.
- Pretend we are the person in the organization you are writing to.
- We will be looking for 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 your arguments convincing? You will be able to incorporate feedback into your final memo.

**Final assignment.** Please submit by Friday, **December 6 at 5:00 pm.**

- Target: Address an appropriate target in the organization and make it compelling/persuasive.
- State a succinct and compelling gap statement.
- Provide just enough (one paragraph) context, history, and organizational description for us to understand the case.
- State the root causes, why they are important, and how you came to focus on these (instead of something else). You will need to have used the Congruence Model to get to this point.
- Propose an action plan. Explain how your specific suggestions address the gap and root causes, why these are the best steps (why not do something else?), and how would these be carried out.

After submitting this assignment, please complete the individual and team assessments.

### **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.

### **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.

### **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.

## Module 1: Teams and Teamwork

### Class 1 – September 5, 2019

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

<b>By September 2</b>	<b>Course Preparation</b>
<b>Exercise 1:</b>	CliftonStrengths ( <a href="https://www.gallupstrengthscenter.com/product/en-us/10108/top-5-cliftonstrengths-access">https://www.gallupstrengthscenter.com/product/en-us/10108/top-5-cliftonstrengths-access</a> ): You will need to complete the Top 5 CliftonStrengths (students pay \$13.05 if you register with your student email).
<b>Survey:</b>	Introductory online survey due Monday, September 2, 2019 at 5pm. ( <a href="https://nyu.qualtrics.com/jfe/form/SV_73fLz6KLU9rkUZ">https://nyu.qualtrics.com/jfe/form/SV_73fLz6KLU9rkUZ</a> )
<b>Case prep:</b>	Gomez-Ibañez, J. A. (1986). Learning by the case method. Case Program, Harvard Kennedy School of Government. <a href="#">NYU Classes PDF</a> .

<b>Class 1</b>	<b>Introduction to Management and Leadership</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>Case:</b>	Manzoni, J-F. & Barsoux, J-L. (1996) Lee Coker. INSEAD. <b>In course pack.</b>  Please come to class prepared to discuss: 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>Optional reading:</b>	Ibarra, Snook, & Ramo. 2008. Identity-based leader development. In Nohria & Khurana (ed.) <i>Handbook of Leadership Theory and Practice</i> . Harvard Business Press. <a href="#">NYU Classes PDF</a> .

<b>Learning objective:</b>	<b>Lead and manage individuals, teams, and organizations</b>
a.	Understand your strengths and weaknesses as a leader, 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 12, 2019

<b>Class 2</b>	<b>Building high-performing teams</b>
<b>Team building survey:</b>	<p>Please respond to the My Dream Team email. You will need to fill out the survey information before class starts on Thursday. When asked about yourself, please write a short paragraph that includes your professional and personal strengths and interests and your reasons for attending Wagner.</p> <p>We will then assemble teams using this platform in class. Please bring your computer, tablet, or phone for this in-class exercise.</p>
<b>Reading 1:</b>	<p>Leonard, D., &amp; Straus, S. (1997). Putting your company's whole brain to work. <i>Harvard Business Review</i>, 75(4), 110-122.</p> <p><u><a href="#">How to find articles in Harvard Business Review in the NYU library:</a></u></p> <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 2:</b>	<p>Phillips, K. W. (2014). How diversity works. <i>Scientific American</i>, 311(4), 42-47. Copy and paste in browser: <a href="https://www.researchgate.net/profile/Megan_Bang/publication/280845360_Particular_Points_of_View/links/57485c2808ae18b6dce91abf.pdf">https://www.researchgate.net/profile/Megan_Bang/publication/280845360_Particular_Points_of_View/links/57485c2808ae18b6dce91abf.pdf</a></p>
<b>Watch and take notes:</b>	<p>Watch this 11.5 minute <a href="#">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>)</p>
<b>Optional reading:</b>	<p>Hill, Travaglini, Brandeau, &amp; Stecker. 2010. Unlocking the slices of genius in your organization. In Nohria &amp; Khurana (ed.) <i>Handbook of Leadership Theory and Practice</i>. Harvard Business Press. <a href="#">NYU Classes PDF</a>.</p>

<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 19, 2019

<b>Class 3</b>	<b>Team processes and effectiveness</b>
<b>Survey:</b>	Psych safety and team learning survey due Monday, <b>September 16 at 5:00pm</b> ( <a href="https://nyu.qualtrics.com/jfe/form/SV_bjaRoddC1iadUvX">https://nyu.qualtrics.com/jfe/form/SV_bjaRoddC1iadUvX</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>  Please come to class prepared to discuss: 1. Why did this tragedy occur? 2. What should they have done to avoid these types of issues? 3. What can we learn from this for our organizations?
<b>Reminder:</b>	Start working on Memo 1 (Satera team) due October 4 at 5:00 pm.
<b>Review:</b>	Thom Blaylock Team Papers presentation + Sample memo

<b>Learning objective:</b>	<b>Building and coaching teams; teamwork</b>
a.	Manage team/group processes, relationships, and responsibilities
b.	Understand how teams can make decisions more effectively
c.	Use frameworks for evaluating team effectiveness
d.	Understand the basics of teaming



## Module 2: Interpersonal Dynamics

### Class 4 – September 26, 2019

<b>Class 4</b>	<b>Power and influence</b>
<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 Monday, <b>September 23, at 5:00 pm.</b> ( <a href="https://nyu.qualtrics.com/jfe/form/SV_bvYDHY5DRud293T">https://nyu.qualtrics.com/jfe/form/SV_bvYDHY5DRud293T</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>  Please come to class prepared to discuss: 1. What are the root causes of the crisis? 2. Map out Rev Brown's sources of power. 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? 4. What influence tactics do they use? How do they use them? 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?
<b>Reminder:</b>	Submit Memo 1 (Satera team) by October 4 at 5:00 pm.

<b>Learning objective:</b>	<b>Using your power for good</b>
a.	Identify and learn to use your sources of power
b.	Map the power structure in your team, organization, and/or coalition
c.	Learn about influence in written and verbal communication

## Class 5 – October 3, 2019

### Class 5 Decision making

- Reading 1:** Kahneman, D., Lovallo, D., & Sibony, O. (2011). Before you make that big decision. *Harvard Business Review*, 89(6), 50-60. [How to find articles in Harvard Business Review in the NYU library.](#)
- Reading 2:** Banaji, M., Bazerman, M. H., & Chugh, D. (2003). How (un)ethical are you? *Harvard Business Review*, 81(12), 56-64. [How to find articles in Harvard Business Review in the NYU library.](#)
- Reading 3:** Dovidio, J. F., & Gaertner, S. L. (2005). Color blind or just plain blind. *The Nonprofit Quarterly*, 12(4). [Available online:](#)  
<https://nonprofitquarterly.org/2005/06/21/color-blind-or-just-plain-blind-the-pernicious-nature-of-contemporary-racism/>
- Optional Reading:** Zhang, T., Gino, F., & Bazerman, M. H. (2014). Morality rebooted: Exploring simple fixes to our moral bugs. *Research in Organizational Behavior*, 34, 63-79. [NYU Classes PDF](#)
- Optional Exercise:** <https://implicit.harvard.edu/implicit/>
- Optional Exercise:** <http://ncase.me/polygons/>
- MEMO 1 due:** Amabile, T. M. & Schatzel, E. A. (2003). The Satera team at Imatron Systems, Inc. (A). Harvard Business School Case 9-803-141. In course pack. **Due October 4 at 5:00 pm.**
- Name your Word document: Memo1\_team number\_team name,\_your last names (e.g. Memo1\_Team1\_Stars\_Satterstrom, Lee, Gutierrez)
- Please complete team evaluation by **Monday, October 7 at 5:00 pm.** It will be emailed to your NYU address.

### Learning objective: How to make effective and moral decision

- 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 10, 2019

Class 6	Inclusion and Networks
<b>Reading 1:</b>	Thomas-Briefeld, S. (2017). How to Think Differently about Diversity in Nonprofit Leadership: Get Comfortable with Discomfort. <i>Nonprofit Quarterly</i> . <a href="https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/">Available online:</a> (https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/)
<b>Reading 2 (skim):</b>	Nishii, L. H., Khattab, J., Shemla, M., & Paluch, R. M. (2018). A multi-level process model for understanding diversity practice effectiveness. <i>Academy of Management Annals</i> , 12(1), 37-82
<b>Case</b>	Luca, M., Schwartzstein, J., & Subramani, G. (2017). Managing Diversity and Inclusion at Yelp. Harvard Business School Case, pp. 1-9. <b>In course pack.</b>  Please come to class prepared to discuss: 1. Why isn't there more diversity in this particular field? 2. In your view, should organizations set targets for levels of diversity? Why or why not? 3. What strategies should Williams propose in order to increase the diversity of the workforce? 4. If Yelp implemented some of these strategies, what approaches and criteria should they use to determine which approaches were most effective?
<b>Optional reading:</b>	Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. <i>Harvard Business Review</i> , 94(7-8), 52-60. <a href="#">How to find articles in Harvard Business Review in the NYU library</a>
<b>Reminder:</b>	Start working on Memo 2 (Carolina for Kibera) due October 25 at 5:00 pm.
<b>Reminder:</b>	You can submit your one-page individual writing assignment any time before Friday, Nov 1 <sup>st</sup> at 5:00 pm.
<b>Learning objective:</b>	<b>How to apply best practices for inclusion</b> a. Understand research on inclusion practices in organizations b. Frameworks for understanding and reducing bias in hiring c. How to build a developmental network

## Class 7 – October 17, 2019

<b>Class 7</b>	<b>Negotiation</b>
<b>Exercise:</b>	Negotiation and Thomas Kilman Conflict Survey. <a href="#">PDF in NYU Classes</a> . Fill out the <a href="#">survey</a> by <b>Monday, October 14, 5:00pm</b> : <a href="https://nyu.qualtrics.com/jfe/form/SV_6GrNJPepkHSxatL">https://nyu.qualtrics.com/jfe/form/SV_6GrNJPepkHSxatL</a>
<b>Feedback survey:</b>	Please complete a mid-semester evaluation by <b>Monday, October 14, 5:00pm</b> : <a href="https://nyu.qualtrics.com/jfe/form/SV_71x54a4Xv7Hz4Md">https://nyu.qualtrics.com/jfe/form/SV_71x54a4Xv7Hz4Md</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. <a href="#">NYU Classes PDF</a> .
<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. <a href="#">NYU Classes PDF</a> .
<b>Optional reading:</b>	Hernandez, M., Avery, D. R., Volpone, S. D., & Kaiser, C. R. (2018). Bargaining while Black: The role of race in salary negotiations. <i>Journal of Applied Psychology</i> , 104(4), 581-592. <a href="#">NYU Classes PDF</a>
<b>Optional reading:</b>	Bowles, H. R., Thomason, B. J., & Bear, J. B. (2019). Reconceptualizing What and How Women Negotiate for Career Advancement. <i>Academy of Management Journal</i> , <a href="https://doi.org/10.5465/amj.2017.1497">https://doi.org/10.5465/amj.2017.1497</a> . <a href="#">NYU Classes PDF</a>
<b>Reminder:</b>	Memo 2 (Carolina for Kibera) is due October 25 at 5:00 pm.

<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 8 – October, 24, 2019

<b>Class 8</b>	<b>Motivation</b>
<b>Topics:</b>	When to apply different types of motivation; Identity; Compensation; Tying motivation to mission and vision; job crafting
<b>Reading 1 (skim):</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. <a href="#">NYU Classes PDF</a> .
<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>Case:</b>	Dutton, J. (2009). Job Crafting at Burt’s Bees. Center for Positive Organizations. <b>In course pack.</b>  Please come to class prepared to discuss: 1. Why do employees job craft? 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? 3. In what ways is job crafting beneficial for the four employees described in the case? 4. What could make the four employee’s job crafting costly to Burt’s Bees? 5. In general, what are the potential benefits and costs of job crafting?
<b>MEMO 2 due:</b>	Memo 2, McGinn, K. L., Kutchma, B., & Hammer, C. B. (2012). Carolina for Kibera. Harvard Business School Case 9-913-701 is due Friday, <b>October 25 at 5:00 pm.</b>

<b>Learning objective:</b>	<b>Motivation</b>
a.	Recognizing individual and contextual differences in motivation
b.	Learning to approach motivation holistically
c.	Better understand the types and effects of individual and team goals

## Module 3: Designing and Aligning Organizations

### Class 9 – October 31, 2019

Class 9	Strategy
<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. <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">NYU library</a> : ( <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>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>  Please come to class prepared to discuss: 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>Optional reading:</b>	Business Wire (2011). When Fair Goes Foul: MIT Sloan Researcher Finds That Efforts to Promote Workplace Meritocracy Can Have the Opposite Effect. <a href="http://www.businesswire.com/news/home/20110502006774/en/Fair-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77">Available online</a> : ( <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>Individual writing assignment due:</b>	This one-page writing exercise is meant to allow you to apply <u>any</u> topic we cover to a problem or an opportunity that is meaningful to you. For example, after we study team launches, you might write a memo to your boss about a performance gap around team launches. Alternatively, you could write this as a blog entry or a trade article for an audience in your field. Due no later than <b>Friday, Nov 1, 5:00 pm.</b>
<b>Reminder:</b>	Work on your gap and root causes paragraph due Nov 8 <sup>th</sup> at 5:00 pm.

Learning objective:	Strategy & structure
a.	Analyze and understand the role of mission, vision, values, and goals
b.	Learn the key features of an organization's strategy
c.	Understand how strategies need to be monitored and adapted

## Class 10 – November 7, 2019

<b>Class 10</b>	<b>Alignment &amp; Structure</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. Winning through innovation: A practical guide to leading organizational change and renewal. Boston, MA: Harvard Business School Press. <a href="#">NYU Classes PDF</a> .
<b>Case:</b>	Galunic, C. & Tierney, W. D. (2015). Wildfire entertainment: Organizational Structure Archetypes. INSEAD.  Please come to class prepared to discuss: 1. Describe the context Wildfire faced in the early days of its development. 2. What are the pros and cons of the three main organizational archetypes that Wildfire used: functional, matrix/hybrid, and divisional?
<b>Gap &amp; root cause write up due:</b>	Please submit your 1-paragraph write-up by Friday, <b>November 8<sup>th</sup> at 5:00 pm.</b> <ul style="list-style-type: none"><li>▪ Succinctly state the gap that you will address. Explain why you know it is a gap. Explain why this is the most important gap to address.</li><li>▪ State the root causes and explain why you think they are the root causes.</li></ul>
<b>Learning objective:</b>	<b>Problem solving &amp; Strategy</b> <ul 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><li>d. Make tradeoffs about organizational designs</li></ul>

## Class 11 – November 14, 2019

<b>Class 11</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. <a href="#">NYU Classes PDF</a> .
<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>Reflection:</b>	Please come to class prepared to discuss: 1. Reflect on your organization's culture. 2. What are the artifacts, values, and assumptions that define your organization's culture? 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.
<b>Reminder:</b>	Prepare for your November 21 <sup>st</sup> congruence model presentation.
<b>Final Review:</b>	Start studying for the final exam and bring questions for us to cover in class.
<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 12 – November 21, 2019**

### **Group presentations + Final exam review**

**Congruence model presentation.** Each team will have 5 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: Congruence Model Analysis Part 2 is due **Friday, December 6 at 5:00 pm.**

**Final exam review:** Please bring questions, including sample questions, for us to discuss and work through in class.

## Class 13 – December 5, 2019

<b>Class 13</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>	Leonard, H. B., Epstein, M. J., & Winig, L. (2005). Playgrounds and Performance: Results Management at KaBOOM! Harvard Business School Case (A) & (B). <b>In course pack.</b>  1. What are they key strategic issues that the KaBOOM! Board of Directors needs to monitor to ensure that the organization prospers? 2. As a Board member, what measures would you want to see? How would you want them to be presented? How often would you want them to be collected and reported?
<b>Congruence model memo:</b>	Please submit by <b>Friday, December 6<sup>th</sup> at 5:00 pm.</b>

<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 14 – December 12, 2019

<b>Class 14</b>	<b>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>Written 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>	Ganz, Marshall. 2010. Leading Change. In Nohria & Khurana (ed.) <i>Handbook of Leadership Theory and Practice</i> . Harvard Business Press. <a href="#">NYU Classes PDF</a> .
<b>Watch and take notes:</b>	Watch this 7 minute <a href="#">video about story boarding</a> : ( <a href="https://www.youtube.com/watch?v=eSGkeXsaXSY">https://www.youtube.com/watch?v=eSGkeXsaXSY</a> )
<b>Watch (optional):</b>	Watch this <a href="#">public speaking for quiet people video</a> : ( <a href="https://www.youtube.com/watch?v=Egq6IPUMgh4">https://www.youtube.com/watch?v=Egq6IPUMgh4</a> )

<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
c.	Learning to read and respond to the external environment, especially to customers.
d.	Understanding the individual, team, organizational, and leadership components of leading change.

### Final Exam

Final exam will be emailed on December 12, 12:00 pm and will be due on December 20, 5:00 pm.