



NYU

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

CORE-GP 1020 Management and Leadership Spring 2020

Instructor Information

- Professor Martha E. Stark
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 - Office Address: Puck Building, 3040C
 - Office Hours: Tuesdays 2:00 to 5:30; and by appointment which can be scheduled using this link: [Schedule appointment](#)

Course Information

- Section 001
 - Class Meeting Times: Tuesday, 6:45 pm to 9:30 pm
 - Class Location: Silver Center for Arts and Science, 32 Waverly Place, Room 410
 - Course Assistant: J.T. Thorne jtt251@nyu.edu
 - Course Assistant Office Hours: Tuesdays before class and as arranged
- Writing Tutors: [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 Materials

1. Bolman, L. G, & Deal, T. E. (2017). **Reframing Organizations Artistry, Choice and Leadership**, 6th Edition, Jossey-Bass. ISBN-978-1-119-28182-5 (paperback, also available as an E-Book). Hereafter referred to as **REFRAMING**.
2. Rath, T., & Conchie, B. (2009). **Strengths Based Leadership**. Gallup Press, 2009. ISBN-10:1595620257; ISBN-13:978-1-59562-025-5. Hereafter referred to as **STRENGTHS**. **NOTE:** This book must be purchased new as each book contains a unique code for the assessment.
3. **Course packs:** Two course packs are required: one includes readings and case studies available at this link: [[Course pack](#)] (hereafter referred to as "**Course pack**"); and, the other includes access to two simulations, the Mount Everest climb and a Networking exercise available at this link: [[Simulation course pack](#)] (hereafter referred to as "**Simulation course pack**").
4. [NYU Classes](http://newclasses.nyu.edu/) (http://newclasses.nyu.edu/): Is where you will find the course syllabus, assignments, exercises, surveys, and slides. 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).

Other Materials

- To keep costs down, you can access some **Harvard Business Review (HBR)** articles through the library (instructions below). The syllabus provides some direct links and NYU classes provides PDFs of readings.
- Some class materials may 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/).

To Find HBR Articles on the Library's Website:

- Go to <https://library.nyu.edu>, click the "Journals" tab, and search for "Harvard Business Review".
- Click the first result in BobCat, then on the next page select "EBSCOhost Business Source Complete".
- Click "Search within this publication", then add the title of the article in the **second** search box and change the search-box option on the right to search the "Title" (TI) of documents.
- The first result should have the full text and PDF of the desired article.
- This [short click-through video](#) illustrates the process

Subscriptions

Subscribe for free to Bob Behn's Performance Leadership [Reports](#). Bob's monthly one-pagers are insightful and useful as we think about management, especially in the public sector; and I promised Bob I would increase his readership!

Electronics-Not Allowed

Electronics such as computers, tablets, and phones are not allowed during class (except for specific classes when their use will be necessary for a class exercise) so please bring your readings, a notebook, pen, etc.

Learning Objectives and Skill Development

The course combines conceptual and experiential approaches into four general areas:

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 be assigned to a team early in the semester and you will work with the team throughout the semester. You will have lots of opportunities to discuss and debate issues, including those raised in the assigned cases, readings, and exercises. You are expected to do all the readings on your own

before class. Please note, you are responsible for all readings even if we do not discuss the material in class.

Assessment and Grading Policy

Individual assessments (65.0%)

- 15.0% Participation, contribution to discussion & learning
- 2.0% Professionalism & attendance
- 5.0% Assessments and Exercise Prep (Strengths, Leadership Orientations, Myers-Briggs, Team Launch, Conflict, Implicit Association, Goals and Purpose, Snow Plows, Negotiation, Kidney, Network, BARNGA, Role Play)
- 12.5% Case Analyses
 - 4.0% Building Exercise Debrief Memo
 - 4.0% Everest Individual Simulation
- 21.0% Final Exam

Team assessments (35.0%)

- 12.0% 2 Memos—Satera Team (6%) and Carolina for Kibera Analytical (6%)
- 10.0% Everest Team Simulation Score (5%) and Everest Debrief Memo (6%)
- 12.0% Management Analysis, Presentation, and Memo

Strengths Finder	Leadership Orientations (Frames)	Myers-Briggs	Team Launch	Conflict Questionnaire	Implicit Association/ Biases
0.25%	0.25%	0.25%	0.50%	0.25%	0.25%

Goals and Purpose	Snow Plows	Negotiation Exercises	Kidney	Network Simulation	Barnga	Cindy Marshall Role Play
0.25%	0.50%	0.50%	0.50%	0.50%	0.50%	0.50%

Case Analyses	Building Debrief Assignment	Everest Simulation Individual	Everest Simulation Team	Everest Debrief Team Memo	Analytical Memo-Team-Satera	Analytical Memo-Team-Carolina	Library-Congruence Model/ Frame Analysis Presentation	Library-Congruence Model/ Frame Analysis-Final Team Memo
12.50%	4.00%	4.00%	5.00%	6.00%	6.00%	6.00%	6.00%	6.00%

Final Core Exam	Contribution to Discussion & Learning	Final Peer Assessment	Professionalism & Attendance
21.00%	15.00%	1.50%	2.00%

Individual assessments

Participation, 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, equity, diversity, inclusion, 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. Your contribution to the class discussion is welcome and valued.

Participation is essential and required even if you have never worked in a professional setting. Your participation will be assessed two ways: our course assistant will tally the number of times you spoke in class as well as assess the content and quality of your contribution. In addition, at the end of the semester, you will assess your own and your classmates' participation using a rubric that will be provided. (60% of your participation grade will be based on the course assistant's tally; and 40% will be based on your classmates' assessment of your participation.)

During the case discussions, articles and exercises, you may be called upon to analyze the case 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.

Professionalism and attendance

Professionalism is calculated based on attendance and lateness. If you will be absent or delayed (e.g., train delays, family emergencies), please email the course assistant. Please note that attendance matters. Missing class will affect your attendance score as well as your score for some of the in-class exercises.

Assessments

You will be asked to complete several assessments during the semester starting with your strengths, leadership orientations, Myers Briggs Type Indicators, and conflict style. You will receive credit for the timely completion of these assessments.

Case Analyses

You will be reading several case studies during the semester. You will be required to do a no more than one-page write-up about each case and post it on NYU Classes. You will receive credit for the timely and thorough completion of the write-ups.

Building Exercise Debrief Memo

We will do a team building exercise during one of our class sessions. Following the exercise, you will be required to write a memo that will be more fully described on NYU Classes. Please submit your memo before the start of the class following the exercise.

Everest Individual Simulation

You will be assigned a role to participate in a simulated climb of Mount Everest. Your individual score for the climb which represents the percent of the individual goals that you achieve during the exercise will be used to calculate this portion of your grade.

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 will be a take home exam. The exam will be available on the last day of the semester-Thursday, May 7, 2020 at 9:30 p.m. The final exam will be due on Friday, May 15, 2020 at, or before, 11:55 p.m.

Team Assessments

Memos (2)

Your purpose in writing these memos is to provide information and make recommendations to people who must make decisions about key strategic issues. Pedagogically, these assignments will provide you with the opportunity to develop your writing, analysis, and communication skills. It will also give 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 the assignment. Everyone whose name does appear on the assignment will receive the same grade. The memo should be 3-5 pages (not including the cover page), double 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—The Satera Team at Imatron Systems

Please submit your memo by **March 8th at 11:55 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.

Memo 2—Carolina for Kibera

Please submit your memo by **April 26th at 11:55 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.

Everest Team

Your team will climb Mount Everest. The score which will be based on the percent of the goals your team achieves during the simulation. The percent of goals you collectively achieve will be used to calculate this portion of your grade. In addition, you will be required to submit a team memo specifically about the Everest climb. Please submit the team memo on, or before, the class following the climb. Remember to only submit one copy per team. More details about the questions that should be addressed will be posted as an Assignment in NYU Classes.

Management Analysis, Presentation and Memo

We will learn three models for analyzing management- and leadership-related issues—the Congruence model, Bob Behn's *Ratchet Up Performance* model, and the Reframing model from our main textbook.

You can choose any of the three models for this assignment and then you will have two options:

1. 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.
2. Review a case study that will be assigned later in the semester and analyze the performance gap or opportunity gap.

Part 1

Please submit a brief team memo indicating whether you will be working on a team member's case or one of the two case studies that will be posted on NYU Classes. Only one per team.

- Choose one of the two options—team member's case or case study.
- Succinctly state the gap that you plan to address and why you know it is a gap.
- State the root causes and explain why you think they are the root causes.

Part 2-Management model presentation

Develop a team presentation summarizing your analysis of the problem along with your recommendations. All presentations will occur during Class #13. Each team will have 8 minutes to present their management 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 analysis make sense (Congruence Model-gap, root cause(s), and action plan; Ratchet Up Performance-performance deficit, goal, ways people might cheat; Frames Model-diagnosis and identification of most appropriate frame) 2) Clarity—does your team clearly communicate the message? 3) Persuasiveness—Are you convincing and memorable?

Part 3-Management model

Based on the presentation feedback you receive, submit a memo with your full analysis using one of the management models. Please submit by **the last class**. 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/deficit/diagnosis statement.
- Provide enough context, history, and organizational description to explain your 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 management model you selected (e.g., alignment problem between Critical Tasks and Capabilities: Do the skills, abilities and motives of the employees fit with the task requirements? Consequential performance deficit requiring goal and monitoring.)
- 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).

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) 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.

Final Draft Subject to Change

Class Schedule

Class 1 – January 28, 2020

Class 1	Introduction to Management and Leadership— Goals, Mission, Knowing Yourself
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In Class Exercise: Introduction and Goals

Readings: Gabarro, J. J., & Kotter, J.P. (2005). Managing Your Boss. Harvard Business Review, 83(1). [How to find articles in Harvard Business Review](#) in the NYU library.

Denhardt Chapter, *Knowing and Managing Yourself*, (NYU Classes PDF)

Behn, R., *The Meaning in Government Work*, February 2013; and *The Responsibility to Craft Purposes*, February 2007. (Online or NYU Classes)

Assignment: **Four (4) Things** should be added on the google sheets document at this [link](#) before our first class:

1. Fill-in the tab labeled **Introductions** with your answers to the questions: 1) something you most want us to know/ remember about you; 2) a word or words that epitomizes management or leadership, and brief explanation of why; 3) your birthday; 4) your zodiac sign; and 5) anything else you want to tell us about yourself.
2. Purchase a new copy of the book Strengths Finders or Strengths Based Leadership (described in the required materials section) and fill-in your five strengths from the Assessment in the tab entitled “Strengths Brief”.
3. Complete the Myers Briggs Type Indicators [assessment](#) posted on NYU Classes and fill-in your four MBTI indicators on the sheets tab entitled “MBTI Class Results”.
4. Complete the leadership orientations survey at this [link](#) that accompanies our textbook and fill-in your orientations on the tab entitled “Frames Leadership Raw.”

Learning objective:	Lead and manage individuals, teams, and organizations
a.	Understand the importance of purpose, mission, and vision
b.	Learn about goals and difference between big hairy audacious and SMART goals

Class 2 – February 4, 2020

Class 2 **Management & Leadership, Teams, Introduction to Reframing**

Readings: Reframing Organizations, Chapters 1 and 2

Always Start with Purpose, Behn

Case prep: Gomez-Ibañez, J. A. (1986). Learning by the case method. Case Program, Harvard Kennedy School of Government. (*NYU Classes PDF*)

In Class Team Exercise: Team Launch (*See Team Launch document posted on NYU Classes*)

Learning objective:	Lead and manage individuals, teams, and organizations
a.	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.
b.	Understand your strengths and weaknesses as a leader, manager, and individual contributor

Class 3 – February 11, 2020

Class 3 Analyzing Cases and Managerial Problem Solving

- Topics:** Defining problems in alignment; Applying the congruence model: strategic context, strategic choices, structure, culture, critical tasks, people, and performance.
- Readings:** 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. **NYU Classes PDF**
- Tushman, M.L. & O'Reilly, C.A. (2007). *Defining Problems and Opportunities: A Foundation for Success*. Boston, MA: Harvard Business School Press. **NYU Classes PDF**
- Behn, Bob, *Managerial Competence*, October 2005; and *The Elusive Team Chemistry*, April 2014. **NYU Classes PDF**
- Case:** Manzoni, J-F. & Barsoux, J-L. (1996) Lee Coker. INSEAD. **NYU Classes PDF**
- Case writing assignment:** Post your brief answers to the following questions on NYU Classes in Assignments under "Lee Coker" by the start of class. 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?

Class 4 – February 18, 2020

Class 4 Structure

Case: Galunic, D.C, and Tierney, *Warren Wildfire Entertainment: Organizational Structure Archetypes*. *In Course Pack*.

Case writing assignment: Post your brief answers to the following questions on NYU Classes in Assignments under “Warren Wildfire” by the start of class. Please come to class prepared to provide support for your perspective.

1. Describe the context Wildfire faced in the early days off its development. Why might a single organizational structure not be effective?
2. What are the pros and cons of the three main organizational archetypes that Wildfire used: functional, matrix/hybrid, divisional?
3. How should an organization know when the structure should be changed?

Readings: Reframing Chapter 3-5

Behn, Bob, *Beware the Dysfunctional Org Chart*, March 2008; and *Stovepipe Bureaucracies Live*, February 2006.

Behn, R., (2004). *Performance Leadership: 11 Better Practices That Can Ratchet Up Performance*: Harvard Business School Press. *NYU Classes PDF*

In Class Team Exercise: Structural Building Exercise

Learning objective:	Understanding Structural Options
a.	Learn key features of organizations' structures
b.	Discuss variations in organizational structures
c.	Identify problems that may result from different structures

Class 5 – February 25, 2020

Class 5 Structure continued, Human Resource Frame, and Motivation Theory

Topics: When to apply different types of motivation; Identity; Compensation; Tying motivation to mission and vision; job crafting

Readings: Reframing, Human Resource Frame, Chapters 6-8.

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, 6th edition, chapter 4. Delmar Cengage Learning. *NYU Classes PDF*

[Dovidio, J. F., & Gaertner, S. L. \(2005\). Color blind or just plain blind. The Nonprofit Quarterly, 12\(4\).](#)

[Thomas-Brieffeld, S. \(2017\). How to Think Differently about Diversity in Nonprofit Leadership: Get Comfortable with Discomfort. Nonprofit Quarterly.](#)

Catalyst (2014, 2015). How to combat unconscious bias [as an individual](#) and [as a leader](#).

Case: Dutton, J. (2009). *Job Crafting at Burt's Bees*. Center for Positive Organizations. *In course pack*.

Case writing assignment: Post your brief answers to the following questions on NYU Classes in Assignments under "Burt's Bees" **before the start of class**. Please come to class prepared to provide support for your perspective.

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?

Exercises: Before class, complete two (2) of the [implicit association tests](#) and enter information about which tests you completed and your results on this google sheets document.

Learning objective:	Motivation
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

Class 6 – March 3, 2020

Class 6 Negotiation

Topics: BATNA; reservation price; ZOPA; prioritizing interests; value creation; distributive versus integrative outcomes

Case: Patricia Garcia-Rios, Pamela Varley, Kessely Hong, ***Negotiating from the Margins: The Santa Clara Pueblo Seeks Key Ancestral Lands (In course pack.)***

Case writing: Post your answers to the following questions on NYU Classes in Assignments under “Santa Clara Pueblo” **before the start of class**. Please come to class prepared to provide support for your perspective.

1. What are the primary barriers facing the Santa Clara Pueblo as they try to assert their claim to the 9,100 acres?
2. How would you characterize their relationship with the Forest Service and Senators in the beginning?
3. How effective are the Santa Clara in advancing their interests by asserting their rights to the land?
4. How do the possible outcomes at the end of the case affect the interests of the parties?
5. How do you think the less desired outcome compares to a no-deal alternative?

Readings: Bazerman, M. (2008). *Are You a Strong Negotiator? Strategies for Successful Negotiation in the Workplace* (2nd ed.), 33-39. NYU Press. 44-65. Cambridge, MA: Basic Books. *NYU Classes PDF*

Malhotra, D., & Bazerman, M. H. (2008). Confronting lies and deception. *Negotiation genius: How to overcome obstacles and achieve brilliant results at the bargaining table and beyond* (pp.196-218). Bantam. *NYU Classes PDF*

Craver, C. B., Race and Negotiation Performance, *Dispute Resolution Magazine*, Fall 2001. *NYU Classes PDF*

Team MEMO due 3/8/2020 by 11:55 pm:

Case: 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*

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.

Learning objective:	How to create value
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 – March 10, 2020

Class 7 Team processes and effectiveness

- Readings:**
- Detert, J.R. & Burris, E.R. (2016). Can your employees really speak freely? Harvard Business Review, 94(1), 80-87. [How to find articles in Harvard Business Review](#) in the NYU library.
- 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. [How to find articles in Harvard Business Review](#) in the NYU library.
- Polzer, J. (2009). Leading teams note. Harvard Business School Note 9-410-051. *In course pack.*
- Leonard, D., & Straus, S. (1997). Putting your company's whole brain to work. Harvard Business Review, 75(4), 110-122. [How to find articles in Harvard Business Review](#) in the NYU library.
- Phillips, K. W. (2014). How diversity works. Scientific American, 311(4), 42-47. Copy and paste in browser: [Particular Points of View](#)

Simulation: Climb Mount Everest in Class—Please bring a computer or borrow one from Bobst library. Review information about your role, watch “How to Play Video.” *In Simulation course pack.*

Learning objective:	Build teams effectively
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
e.	Manage team/group processes, relationships, and responsibilities
f.	Understand how teams can make decisions more effectively

Class 8 – March 24, 2020

Class 8	Team processes and effectiveness, continued Everest Debrief
Readings:	Useem, M., The Leadership Lessons of Mount Everest; Harvard Business Review (2011). How to find articles in Harvard Business Review in the NYU library. Roberto, M. A., Lessons from Everest, the Intersection of Cognitive Bias, Psychological Safety and System Complexity, (2002). How to find articles in Harvard Business Review in the NYU library.
Team Everest MEMO due 3/24/2020 before 6:45 pm:	Group analytical memo: Roberto, M.A. & Carioggia, G.M. (2003). Mount Everest—1996. Harvard Business School Case 9-303-061. <i>In course pack.</i> Target: You are hired by the government of Nepal to diagnose what went wrong during the Everest climb described in the case study and to help them develop guidelines for assessing teams who plan to climb Mount Everest. In addition, these officials have asked you to tell them what are the lessons from the case study and/or article for leaders in government, non-profits, or the private sector? How will your team implement the lessons in work or life when called upon to lead?

Learning objective:	Building and coaching teams; teamwork
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

Class 9 – March 31, 2020

Class 9	Power and influence
Exercise pre-assignment:	<p>Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Kellogg Dispute Resolution Research Center.</p> <p>Fill out the Kidney case survey by March 30th at 11:55 pm.</p>
Readings:	<p>Reframing, Chapters 9 and 10.</p> <p>McGinn, K.L. & Long Lingo, E. (2001). Power and influence: Achieving your objectives in organizations. Harvard Business School Note 9-801-425. <i>In course pack.</i></p> <p>Cialdini, R. B. (2003). The Power of Persuasion. Stanford Social Innovation Review, 1(2), 18-27</p>
Case:	<p>Nelson, B.J. & Hummer, A. (2004). Mission expansion: The origins of the YWCA’s anti-racism campaign. In Nelson, B. Leadership and Diversity: A Case Book. UCLA. NYU Classes pdf.</p>
Case writing assignment:	<p>Post your answers to the following questions on NYU Classes in Assignments under “YWCA” before the start of class. Please come to class prepared to provide support for your perspective.</p> <ol style="list-style-type: none"> 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?

Learning objective:	Using your power for good
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 10 – April 7, 2020

Class 10	Networking and Management Models
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Readings:

Simulation: Networking. *In simulation course pack.*

Case: Anteby, M., Battilana, J., & Pache, A-C. (2007). Marie Trellu-Kane at Unis-Cite. Harvard Business School Case 9-407-106. *In course pack*

Case writing assignment: Post your answers to the following questions on NYU Classes in Assignments under “Unis-Cité” before the start of class.
Please come to class prepared to provide support for your perspective.

1. What is the gap?
2. What are the root causes of that gap? (If there are many, please prioritize the top three.)
3. What alignment issues are there?
4. What action plan do you recommend?

Learning objective:	Problem solving & Strategy
a.	Identify, analyze, and on underlying issues
b.	Analyze and assess environmental context
c.	Understand and work within formal and informal structures

Class 11 – April 14, 2020

Class 11	Organizational culture
Topics:	Culture as shared values; Culture as social control; Culture that benefits from diversity; Cultural fit; Creativity and innovation
Readings:	Reframing Chapters 12-14. 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. 4th Ed. San Francisco: Jossey-Bass Inc. <i>NYU Classes PDF</i> Thomas, D. A., & Ely, R. J. (1996). Making differences matter. Harvard Business Review, 74(5), 79-90. How to find articles in Harvard Business Review in the NYU library. Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. Harvard Business Review, 94(7-8), 52-60. How to find articles in Harvard Business Review in the NYU library.
Case:	Luca, M., Schwartzstein, J. R., & Subramani, G. (2017) Managing Diversity and Inclusion at Yelp. Harvard Business School. Case 9-918-009. <i>In course pack</i>
Case writing assignment:	Post your answers to the following questions on NYU Classes in Assignments under “Yelp” before the start of class. 1. What is the main organizational-change challenge highlighted in the case? 2. What are some key contextual factors for Rachel to consider in her recommendations? 3. What types of strategies should Rachel propose to increase diversity? How would you assess the effectiveness of these strategies?
In Class Exercise:	BARNGA

Learning objective:	Problem solving & Strategy
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 – April 21, 2020

Class 12	Managing and measuring performance
Topics:	Reasons for measuring performance; Measurement approaches; Thinking through impact; Logic model
Readings:	Behn, R. D. (2003). Why Measure Performance? Different Purposes Require Different Measures. <i>Public Administration Review</i> , 63, pp. 586-606. <i>NYU Classes PDF</i> W.K. Kellogg Foundation (2004). W.K. Kellogg Foundation Logic Model Development Guide. Required: Chapter 1, pp. 1-14. (Optional – Rest of Guide) <i>NYU Classes PDF</i>
Case:	<i>Kristin Behfar, Gerry Yemen, Martin N. Davidson, Team Conflict: The "Chatty" Accusation at the Customer Support Call Center (In course pack)</i>
Case writing:	<i>Post your answers to the following questions on NYU Classes in Assignments under "Chatty Accusation" before the start of class. Please come to class prepared to provide support for your perspective.</i> <ol style="list-style-type: none"> 1. What is Jennifer Ames trying to achieve? 2. Is the team charter framed correctly? 3. As a consultant to Ames, how would you suggest she address her: <ol style="list-style-type: none"> a) Short-term problems b) Longer-term problems c) Ability to be an effective leader of the team
Team MEMO due 4/26 at 11:55 pm:	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.

Learning objective:	Performance
a.	Understand the difference between managing and measuring performance and why that matters
b.	Understand and use theory of change and logic models

Class 13 – April 28, 2020

Class 13 Management Model, Speeches, Story Boarding, Running a Meeting

- Watch Video 1:** Watch this [Nancy Duarte video](#) (minutes 2:20-15:40) to think more deeply about how great speeches are structured.
- Watch Video 2:** Watch this [public speaking for quiet people video](#) (only for as long as it's helpful to you)
- Watch Video 3:** Watch this 7 minute [video about story boarding](#)
- Watch Video 4:** Watch this 11.5 minute [video about how to run an effective meeting](#) (think about how you would adapt this to your organization)

Group presentations

Management model presentation. Each team will have 8 minutes to present their management 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), management 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.

Class 14 – May 5, 2020

Class 14 Decision making and ethics and Leading Change

- Readings:** 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.](#)
- Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. Harvard Business Review, January, pp. 96-103. [How to find articles in Harvard Business Review in the NYU library.](#)
- Tushman M. L. & O'Reilly, C. A. (2002). Implementing strategic change. Winning through innovation: A practical guide to leading organizational change and renewal. Boston, MA: Harvard Business School Press. [How to find articles in Harvard Business Review in the NYU library.](#)
- 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.](#)
- Case:** Laura Winig, Dana Born, "Reinventing" the Command: General Janet Wolfenbarger's Values-Based Leadership Drives Change at the United States Air Force (*In course pack.*)

Learning objective:	How to make effective and moral decision
a.	Improve your decision-making skills
b.	Consider the role of ethics and how it is different from good intentions
c.	Apply all of the above to demographic differences (e.g., race, gender, sexual orientation, nationality, religion, political orientation, etc.)
d.	Learning to read and respond to the external environment, especially to customers.
e.	Understanding the individual, team, organizational, and leadership components of leading change.

Final Exam

The Management & Leadership final will be posted on NYU Classes on

May 7th at 9:30 pm

and you will have until

May 15th at 11:55 pm to submit it.