



NYU

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

CORE-GP-1020

Management & Leadership

Fall 2020

Instructor Information

Section	Instructor Name	Email Address	Office Address	Office Hours
001	Stark, Martha	Martha.Stark@nyu.edu	395 Lafayette, Room 3040C	Tuesdays 2:00-5:00 and By Appointment
002	Leon, Vanessa	Vanessa.Leon@nyu.edu	395 Lafayette, Room 3069 (remote)	Mondays and Wednesdays, 3:30-5:30p or By appointment
003	Lal, Surabhi	SL92@nyu.edu	Zoom	By appointment
004	Grant, Sara	Scg1@nyu.edu	Zoom	By appointment
005	Bodden, Mark	Mark.Bodden@nyu.edu	Zoom	By appointment
006	Lal, Surabhi	SL92@nyu.edu	Zoom	By appointment

Course Assistant Information

Section	Course Assistant's Name	Email Address	Office Hours By Zoom
001-Stark	Rhea Almeida	Ra2978@nyu.edu	(331) 205-0872
002-Leon	Christina Jang	cyj217@nyu.edu	(201) 951-9787
003-Lal	Max Yochum	Mwy228@nyu.edu	(646) 322-7637
004-Grant	Mahima Sharda	ms12238@nyu.edu	(646) 250-0927
005-Bodden	Maoz Lauber	ml6566@nyu.edu	(516) 502-8678
006-Lal			

Course Information

Section	Instructor Name	Class Day	Class Time	Class Format	Class Location
001	Stark	Tuesday	9:30 am-11:10 am	In Person	Cantor Film Center 36 East 8th Street, Room 102
002	Leon	Wednesday	6:45 pm-8:25 pm		Online
003	Lal	Wednesday	6:45 pm-8:25 pm		Online
004	Grant	Thursday	9:30 am-11:10 am	In Person	Puck Building 295 Lafayette Street Room 2215
005	Bodden	Thursday	6:45 pm-8:25 pm		Online
006	Lal	Tuesday	4:55 pm-6:35 pm		Online

Course Prerequisites

- None

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 will encounter a variety of practical and essential topics and tools, including mission, strategy, goals, structure, teams, diversity and inclusion, motivation, and negotiation.

Course and Learning Objectives

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 or virtual discussions provide opportunities to apply theories, concepts, and research findings to 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 skillsets are 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 skillsets are 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 skillsets are 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

Learning Assessment Table

Graded Assignments	Course Objective(s) Covered	Level of Competency	
Individual Case Study Memo	Communication and Analytical Thinking	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/ competency and can use this ability to analyze a problem
Class Participation, Contribution to Learning In Person, Online, Discussion Boards	Communication and Analytical Thinking	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/ competency and can use this ability to analyze a problem
Team Case Study Memo	Analytical Thinking, Leveraging Diversity, Communication	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/ competency and can use this ability to analyze a problem
Exercises and Simulations	Analytical Thinking, Leveraging Diversity, Communication	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/ competency and can use this ability to analyze a problem
Assessments	Analytical Thinking- Reframing approach to people and situations	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/ competency and can use this ability to analyze a problem
Final Exam	Analytical Thinking, Leveraging Diversity, Communication	3-Advanced	Student demonstrates expertise in this knowledge/ skill/ competency and can use this ability to evaluate, judge, and synthesize information

Required Readings

Textbook

- Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., Organizational Behavior: Managing People and Organizations, Cengage, 13th Ed., 2020, ISBN-10: 0-357-04250-6, ISBN-13: 978-0-357-04250-2. Hereafter referred to as **PEOPLE**.

Only available from Cengage MindTap (which includes a printable e-book). Please see the attachment for the process for obtaining electronic access to the book and the required activities. Every student must purchase access to the e-book. You cannot share access.

- **This book is only for Professor Leon's section!** Willson, Richard. A Guide for the Idealist: Launching and Navigating Your Planning Career, Taylor & Francis Group, 2017. ISBN-13: 978-1138085879, ISBN-10: 1138085871. Hereafter referred to as **IDEALIST**. **This book is only for Professor Leon's section!**

Available from ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.nyu.edu/lib/nyulibrary-ebooks/detail.action?docID=4912567>.

Case Study Course Packs

- A course pack containing the case studies is available for [purchase here](#).

Simulation Course Pack

- A course pack containing the three (3) simulations is available for [purchase here](#).

Harvard Business Review Articles

- We will be reading several articles that are accessible from the New York University Library website and will be made available as a pdf on NYU Classes.

Note

- We believe Management and Leadership and organizational behavior theories and concepts are universal—they are equally relevant to the private, nonprofit, and public sectors. The main textbook will be supplemented with readings from a textbook with a more public sector and nonprofit focus—Denhardt, Robert B., Denhardt, Janet V., Aristigueta, Maria P., and Rawlings, Kelly C., Managing Human Behavior in Public and Nonprofit Organizations, Sage Publishing, Fifth Ed., 2019, ISBN-13: 978-1506382661, ISBN-10: 1506382665. Hereafter referred to as **HUMAN**.

Time permitting, you may want to read some additional chapters from this perspective and where relevant, please offer your opinion about any differences during class discussions.

Assessment Assignments and Evaluation

At the beginning of the semester, you will be placed on a 5-person team. You will be required to work with your team on simulations, case study reviews, and other assignments.

Individual Assessment, 67.5%

Participation: contribution to discussion & learning, 10.0%

- Weekly In Person/Virtual Live Class Session Participation, Discussion Board Posts (10.0%):
Your active participation in class discussions is important and essential. Your grade will be based on both the quantity and quality of your comments. We recognize that students will want to participate in different ways. We want to provide opportunities for you to contribute in ways that highlight your strengths and comfort level. If you are not comfortable speaking publicly, share your thoughts on the discussion board. If you were not able to participate during the class discussion because we ran out of time, add your ideas to the discussion board. As you would if a classmate spoke in class, we ask you to review the discussion board at least twice during the week following your class session and respond if you have a comment.

The course assistant will keep track of your participation—live or virtual, and on the discussion board—throughout the semester. At the end of the semester, you will be asked to grade your own participation as well as the participation of your classmates. The grade that you provide for yourself and classmates will be blended with the course assistant's and instructor's assessment of your participation and contribution to the discussions and learnings.

For all participation, infrequent quality comments that show preparation and insight are valued more than the number of comments. And, it is fine to invoke the “ditto” rule or a more modern—that was dope—to signify your agreement with the sentiments being expressed.

Assessments, Individual Case Study Memoranda, Simulations and Exercises, and Final Exam 57.5%

- Assessments, 10.0%
You will be required to complete several “know yourself” assessments during the semester including identifying your: strengths using Clifton's strengthsfinder, Myers Briggs Type Indicators, conflict style, implicit biases, leadership style. In addition to the points that you receive for assessment-related discussion board comments, you will also receive credit for completing the weekly assessments. You may want to compile your assessment results in a journal.
- Individual Case Study Memoranda, 12.5%
Reading and reflecting on the case studies is an important part of the course work. Productive discussion depends on you reading and analyzing the materials beforehand and presenting your thoughts and analysis supported by evidence.
- Simulations and Exercises 15.0%
We believe we often learn best by doing and by play. Therefore, you will be participating in three simulations: 1) a climb of Mount Everest to better understand teams, 2) a networking exercise to understand the power and importance of networks; and 3) organizational design to better understand structure. The simulations are part of the simulation coursepack that you must purchase. The simulation coursepack cannot be shared. In addition, you will participate in two exercises: 1) allocating a kidney to understand decision-making and the power of persuasion, and 2) negotiation exercises to hone or develop your skills. Information about the other exercises will be provided on NYU Classes. You will receive an individual score for participating in the simulations and exercises and in some instances, you will also receive a team score.

➤ Final Exam, 20.0%

There will be an open book take home final exam that will be released after the last Management & Leadership class session on Thursday, December 10th and is due Friday, December 18th at, or before, 11:55 eastern standard time.

Team Assessments, 32.5%

➤ Analytical Case Study Memoranda, 15.0%

As a team, you will submit two case study memos.

➤ Simulations and Exercises, 7.5%

You will be separately graded for some of the simulations and exercises individually and as a team. A team grade will be given for the: simulated climb of Mount Everest, and the organizational structure design simulation. In addition, you will receive a team grade for the Kidney exercise.

➤ Management Model Memorandum, 5.0%

The team paper analyzing an organizational issue must be submitted via NYU Classes.

➤ Congruence Management Model Presentation, 5%

Your team will prepare a 10-minute PowerPoint to be presented during class #13 or Class #14 based on your Management Model Memorandum. You should submit the slide deck before class via NYU Classes.

Assignment Instructions

There will be four types of assignments. Students are expected to be prepared for class discussions and participate fully by completing the assignments. You will be encouraged to share your own experiences and opinions relevant to the topics being explored. A grading rubric will be posted in NYU Classes for the different assignment types. Except as otherwise indicated, assignments are due on, or before, 11:55 pm eastern standard time the day before your class meets. For example, if your class meets on Thursday, September 3rd, your assignment will be due on, or before, 11:55 pm on September 2nd.

1. For Discussion Board Assignments

In addition, to your regular participation in person, virtually, or through discussion boards, you may be given an assignment that specifically requires you to post to the discussion board. For example, you may be asked to reflect on readings from the textbook(s), a case study assignment, self-assessments, or even a movie. We will post a discussion board prompt when you will be required to post as an assignment.

2. For Team Case Study Assignments:

A. In your team, discuss your varied responses to the case and come up with one response set to submit to the class discussion board. This may require negotiation skills on your part, as your teammates may have different ideas about the best solution for the case. You may either meet virtually as a team or use your group's individual discussion board area to work asynchronously.

- B. Post your team's completed responses to the specific questions posted, as well as a short (two to three paragraph) reflection on the process your team went through to arrive at its solution in the class discussion board.

Complete this discussion assignment prior to the in person/virtual session. During that session, one or more teams will be randomly selected to present their case analysis.

3. For Individual Case Study Memos

Read the case you purchased and downloaded from the given online source. Analyze the case independently and recommend a course of action specific to the case. Your analysis will be in the form of a written recommendation memo and is not to exceed two single-spaced pages. The memo must address:

- A. The problem as you see it
- B. A recommended solution or solutions
- C. Support for your perspective

Use your knowledge of the material covered in the course thus far to create an original analysis and recommendation. Many cases have multiple issues, so select one you feel is the most pressing problem. Assume your reader will use your memo to make difficult decisions about the team or organization. State the key problems presented in the case and briefly explain the context in which the decisions must be made. Describe your proposed solutions to the problem and indicate which one you believe is the best course of action. Support your recommendation with specific reasons. Identify the next steps if your proposed solution is adopted and outline a Plan B in case your proposed solution fails. Show how secondary evidence informed your understanding of the case and your recommendations.

Use this structure:

- A. Open with a one-paragraph summary labeled Executive Summary. What is the context, key issue, and your recommendation?
- B. Background. Why are we facing these issues? Identify the root causes.
- C. What are your specific Recommendations? Include your rationale and alternatives.
- D. Next Steps. How should your recommendations be implemented? What are the priorities, timeline, and required resources?

You have only two pages to get your message across. Use a simple and direct style, putting your recommendation in the first paragraph as to create a "hook" for your memo to encourage your manager to continue reading. Use one-inch margins and Times New Roman 12-point font. If you use outside research to support any of your recommendations, list references on a concluding page, separate from the two-page memo.

4. Final Project Assignment

In addition to crafting a written case memo, the final assignment also requires you to do a PowerPoint presentation with your team during Class 13 or Class 14.

Your presentation should follow the same format as your case memo. After the title slide, you should include the following presentation sections:

- Executive Summary
- Background
- Recommendations
- Next Steps
- References

Remember, this is a presentation and not a paper; wherever possible, use visual cues or graphics rather than having text-heavy slides. Plan for each member of your team to have an opportunity to present. You may decide to divide up the sections, or you may decide to have everyone provide his or her comments or reflections on each section. You will be graded on your inclusion of all teammates in the presentation.

This is your opportunity to share a bit of the behind-the-scenes interaction or negotiation which took place as your team considered alternatives, and eventually selected one or two recommendations. What led to the decision to recommend one specific course of action over another?

A grading rubric for the presentation will be posted on NYU Classes.

Late Submission Policy for Assignments

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally challenging schedules. Late submissions without approved extensions will be penalized 20% per 24-hour period.

Overview of the Semester

Week	Topic	Dates		
		Tuesday Stark/ Lal	Wednesday Leon/ Lal	Thursday Grant/ Bodden
1	Course Introduction, Organizations: Overview, Changing Environment	9/8	9/2	9/3
2	Individuals: Differences, Values, Perceptions, and Reactions	9/15	9/16	9/10
3	Motivation: Behavior, Work and Rewards	9/22	9/23	9/17
4	Groups and Teams-Everest Simulation	9/29	9/30	9/24
5	Groups and Teams, continued	10/6	10/7	10/1

Week	Topic	Dates		
		Tuesday Stark/ Lal	Wednesday Leon/ Lal	Thursday Grant/ Bodden
6	Decision Making and Problem Solving	10/13	10/14	10/8
7	Communication and Assessing Organizations-the Congruence Model	10/20	10/21	10/15
8	Conflict and Negotiating	10/27	10/28	10/22
9	Leadership: Traditional, Contemporary Views	11/3	11/4	10/29
10	Power, Influence, and Politics	11/10	11/11	11/5
11	Structure and Design	11/17	11/18	11/12
12	Organizational Culture	11/24	11/25	11/19
13	Group Presentations	12/1	12/2	12/3
14	Change and Change Management	12/8	12/9	12/10
Take Home Open Book Final Exam Due		December 18, 2020 before 11:55 pm		

Letter Grades

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

Letter Grade	Course Points	GPA Points	Criteria
A	> 93.0	4.0	Excellent: Exceptional work that is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well-written. Work is of exceptional, professional quality.
A-	> 90.0	3.7	Very Good: Strong work shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
B+	> 87.0	3.3	Good: Sound work; well-reasoned and thorough, methodologically sound. Student has fully accomplished the basic objectives of the course.
B	> 83.0	3.0	Adequate: Competent work even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations.
B-	> 80.0	2.7	Borderline: Weak work; meets the minimal expectations. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate.
C+	> 77.0	2.3	Deficient: Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence.
C	> 73.0	2.0	
C-	> 70.0	1.7	
F	< 70.0	0.0	Fail: Work fails to meet even minimal. Performance is consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

Course Structure

Whether online or in person, students in the course will: cover the same topics in the same order, have the same assignments, read similar case studies, participate in the same simulations and activities, and have the same final exam. Professor Leon’s course is open to all students but focuses on topics especially relevant to urban planning students.

Management & Leadership is a required core course for all MPA students. Pre-Covid 19, the course met for 165 minutes, but this semester the course will meet for just 100 minutes. Therefore, students may need to complete about 60 minutes of pre-work before each class individually or with classmates virtually before the in person/ virtual class time.

The general class structure will be:

- Check-In: Management and leadership in the news/ What is going on in your management and leadership world? (10-15 minutes)
- Pre-Assignment Review and Discussion (20-30 minutes)
- Lecture New Materials (30-50 minutes)
- In Class Activity/Exercise (30-45 minutes)
- Concluding Lecture / Review of Assignments for Next Class (5 minutes)

Detailed Course Overview

Week	Topic	Class Preparation, Assignments				
		Reading	Individual Assessment(s)	Case Study/ Assignment (T)=Team	Video Clip	Simulation/ Exercises
1	Organizations: Overview, Changing Environment	1. Human, Chapter 1 2. SKIM People, Chapter 1 3. Article, Becoming the Boss 4. (Leon section) Article, The Anatomy and Soul of a Place instead of “Becoming”	1. How do I rate as a manager? 2. What is your managerial potential? 3. Diversity awareness	1. Post a one paragraph description of yourself on NYU Classes 2. Share thoughts about the assessments		

Week	Topic	Class Preparation, Assignments				
		Reading	Individual Assessment(s)	Case Study/ Assignment (T)=Team	Video Clip	Simulation/ Exercises
2	Individuals: Differences, Values, Perceptions, and Reactions	1. Human, Chapter 2 2. People Chapter 4 3. Professor Leon's Section Idealist, Chapter 1	1. How Machiavellian Are You? 2. What are your perceptions of fairness? 3. Myers Briggs Type Indicators 4. Strengths	Case Study: How Do We Get There? EDF Manages a New Diversity Plan	Strengths-Based Leadership Video	
3	Motivation: Behavior, Work and Rewards	1. People, Chapter 5 2. Article, Motivating People 3. Idealist, Chapter 4	1. What motivates you? 2. What are your equity preferences? 3. Making Some Sense of Yourself 4. The job characteristics inventory	(T) Team Launch Document Case Study- Job Crafting Burt's Bees	Truth About What Motivates Us Video	

Week	Topic	Class Preparation, Assignments				
		Reading	Individual Assessment(s)	Case Study/ Assignment (T)=Team	Video Clip	Simulation/ Exercises
4	Groups and Teams-Mount Everest	1. People Chapter 7 2. Article, The Secrets of Great Teamwork 3. Article, Can your employees really speak freely? 4. Article, How management teams can have a good fight	1. What is your preference for teamwork? 2. How do you respond to feedback?	1. Prepare for Everest simulation		Mount Everest Simulated Climb
5	Groups and Teams, continued	1. (Leon section) "Planning for People" instead of "Lessons from Everest" 2. Article, The Leadership Lessons of Mount Everest: 3. Article, Lessons from Everest		Case Study: Mount Everest—1996. Harvard Business School Case 9-303-061 (T) Mount Everest Debrief and Case Study Memo		

Week	Topic	Class Preparation, Assignments				
		Reading	Individual Assessment(s)	Case Study/ Assignment (T)=Team	Video Clip	Simulation/ Exercises
6	Decision Making and Problem Solving	1. Human, Chapter 5 2. Idealist, Chapter 3	1. How do you approach decisions? 2. Are you indecisive? 3. Emotion based decision making	Case Study- Marie Trellu-Kane		Kidney Exercise
7	Communication and Assessing Organizations- the Congruence Model	1. People, Chapter 9 2. Article, Tushman, Congruence Model Articles	1. Listening self-assessment 2. Are you an assertive communicator?	Case Study- Fostering Success		
8	Conflict and Negotiating	1. People, Chapter 11 2. Article, 10 Negotiation Tips 3. Article, Confronting Lies & Deception	1. Relationship Conflict 2. Your preferred conflict management style 3. What do you do when interests conflict?		Negotiating-Getting What You Want Video	Negotiation Exercises
9	Leadership: Traditional, Contemporary Views	1. Human, Chapter 7	1. Least preferred coworker scale 2. Are you ready to lead? 3. Is your supervisor abusive?	(T) Case Study- The Massport Model: Integrating Diversity and Inclusion	10 Leadership Theories Video	

Week	Topic	Class Preparation, Assignments				
		Reading	Individual Assessment(s)	Case Study/ Assignment (T)=Team	Video Clip	Simulation/ Exercises
10	Power, Influence, and Politics	1. People, Chapter 13 2. Article, Practical Guide to Social Networks	1. How to Gain Power and Influence 2. Upward influence scale 3. Recognizing politics			Networking Simulation
11	Power, Influence, and Politics, continued	1. Human Chapter 8 2. (Leon section) Idealist, Chapter 10 3. (Leon section) Article, Planning in the Face of Power		Case Study- Negotiating from the Margins		
12	Structure and Design	1. People, Chapter 14	1. Am I An Effective Delegator 2. What is your preferred type of organizational structure?	Case Study- Wildfire Entertainment (Leon section) Case Study-The Test of Transition		Organizational Structure Simulation

Week	Topic	Class Preparation, Assignments				
		Reading	Individual Assessment(s)	Case Study/ Assignment (T)=Team	Video Clip	Simulation/ Exercises
13	Organizational Culture GROUPS PRESENT	1. Human, Chapter 12 2. Article, Schein, Culture 3. Idealist, Chapter 5	1. What is your organization's individualism and collectivism?			
14	Change and Change Management	1. People, Chapter 16 2. Idealist, Chapter 7	1. Do you have a proactive personality?		Lollipop Leadership Video	

WEEK 1: Organizations: Overview, Changing Environment

Wednesday, September 2, Thursday, September 3, Tuesday, September 8

Required Readings: Complete Before Week 1 Class

1. Chapter 1-Organizational Behavior as a Way of Thinking and Acting: Denhardt, Robert B., Denhardt, Janet V., Aristigueta, Maria P., and Rawlings, Kelly C., **Managing Human Behavior in Public and Nonprofit Organizations.**
2. SKIM Chapter 1-An Overview of Organizational Behavior: Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
3. Hill, L. A. (2007). **Becoming the Boss.** Harvard Business Review, 85(1), 1-10.
4. Professor Leon's Class--Read Mitch Silver article, "**The Anatomy and Soul of a Place**" instead of **Becoming the Boss.** (Posted on NYU Classes)

Assessments: Complete Before Week 1 In Person/ Virtual Session

5. How do I rate as a manager?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
6. What is your managerial potential?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
7. Diversity Awareness-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**

Assignment: Discussion Board: Due Before Week 1 In Person/ Virtual Session

8. Post a one paragraph description of yourself on NYU Classes.

9. Share your thoughts about one of the assessments that you were required to take this week on NYU Classes-what did you learn about yourself?

WEEK 2: Individuals: Differences, Values, Perceptions, and Reactions

Thursday, September 10, Tuesday, September 15, Wednesday, September 16

Required Readings: Complete Before Week 2 Class

1. Chapter 2-Knowing and Managing Yourself: Denhardt, Robert B., Denhardt, Janet V., Aristigueta, Maria P., and Rawlings, Kelly C., **Managing Human Behavior in Public and Nonprofit Organizations**.
2. Chapter 4-Individual Values, Perceptions, and Reactions: Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.
3. Professor Leon's Class--**SKIM** Idealist, Chapter 1-Intro: "A Guide for the Idealist's Path" Willson, Richard. A Guide for the Idealist: Launching and Navigating Your Planning Career.

Assignment: Individual Case Study Memo: Complete Before Week 2 Class

4. **How Do We Get There? EDF Manages a New Diversity Plan** (Harvard case coursepack).

Answer questions below.

1. How do you define diversity? What steps would you take as a leader to improve diversity?
2. What does success look like when improving diversity at an organization?
3. What are some metrics for success?
4. When do we say an organization is diverse enough?

Assessments: Complete Before Week 2 In Person/ Virtual Session

5. How Machiavellian Are You?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.
6. What are your perceptions of fairness?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.
7. [Myers-Briggs Type Indicators assessment](#). Post your results in the template on NYU Classes.
8. Strengths-by purchasing and taking the [Clifton Strengths assessment](#) for students. Post your results in the Strengths template on NYU Classes.

Video: Watch the Strengths-Based Leadership video to understand your strengths.

9. [Strengths-Based Leadership Video](#)

WEEK 3: Motivation: Behavior, Work and Rewards

Thursday, September 17, Tuesday, September 22, Wednesday, September 23

Required Readings: Complete Before Week 3 Class

1. Chapter 5-Motivating Behavior: Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.

2. Article, D'Aunno, T., Gilmartin, M., **Motivating People** (NYU Classes PDF)
3. Bernstein, Ethan S., *Leading Teams*, Harvard Business Publishing, 2016, (Read pages 3-29, available on NYU Classes.)
4. Professor Leon's Class--Instead of *Leading Teams* chapters, Read *Idealist*, Chapter 4-What is My Work? Willson, Richard. *A Guide for the Idealist : Launching and Navigating Your Planning Career*.

Team Assignment: Due Before Week 3 In Person/ Virtual Session

5. Meet with your teammates virtually or via text to discuss the questions in the Team Launch document posted on NYU Classes.
6. Submit one completed team launch document for your team on NYU Classes.

Assignment: Individual Case Study Memo: Complete Before Week 3 Class

7. Read: *Job Crafting at Burt's Bees* (**Harvard case coursepack**). Answer the questions below:
 - A. Which of the four employees' job designs aligns the least with his or her strengths or motives?
 - B. Which employee's job design aligns the least with his or her strengths or motives?
 - C. If these four employees had to enact their jobs exactly as they are formally designed, how do you think it would affect their engagement, satisfaction, and performance?

Assessments: Complete Before Week 3 In Person/ Virtual Session

8. What motivates you?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.
9. What are your equity preferences?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.
10. Making Some Sense of Yourself-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.
11. The Job Characteristics Inventory-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.

Video: Watch the [Truth About What Motivates Us Video](#).

WEEK 4: Groups and Teams

Thursday, September 24, Tuesday, September 29, Wednesday, September 30

Required Readings: Complete Before Week 4 Class

1. Chapter 7-Groups and Teams: Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.
2. Haas, M, and Mortenson, M. (2016). **The Secrets of Great Teamwork**. Harvard Business Review. (NYU Classes pdf copy from Library)
3. Detert, J.R. & Burris, E.R. (2016). **Can your employees really speak freely?** Harvard Business Review, 94(1), 80-87. (NYU Classes pdf copy from Library)

4. 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. (NYU Classes pdf copy from Library)

Assignment: Complete Before Week 4 Class

5. Simulation Preparation-Review your assigned role for the Mount Everest Simulation and watch the how to play video and background video about climbing Everest.

Assessments: Complete Before Week 4 In Person/ Virtual Session

6. What is your preference for teamwork?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
7. How do you respond to feedback?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**

In Class Exercise: During In Person/ Virtual Session

1. You will be climbing Mount Everest during class time. For In Person sections, please bring your computer!!!! (Harvard Simulation coursepack.)

WEEK 5: Groups and Teams, continued

Thursday, October 1, Tuesday, October 6, Wednesday, October 7

Required Readings: Complete Before Week 5 Class

1. Roberto, M.A. & Carioggia, G.M. (2003). Case Study: Mount Everest—1996. Harvard Business School Case 9-303-061. (Harvard Cases and Articles coursepack.)
2. Useem, M., The Leadership Lessons of Mount Everest: Harvard Business Review (2011). (NYU Classes pdf copy from Library.)
3. Roberto, M.A., Lessons from Everest, the Intersection of Cognitive Bias, Psychological Safety and System Complexity, (2002). (NYU Classes pdf copy from Library.)
4. Professor Leon's Class--Instead of Roberto, M.A., Read Article, Hoernig, H., et al., Planning for People: Integrating Social Issues and Processes into Planning Practice. (NYU Classes pdf copy)

Assignment: Team Case Study: Due Before Week 5 In Person/ Virtual Session

1. Discuss your team's achievements during the Mount Everest climb.
2. Submit a Team Case Study memorandum after reading the Mount Everest case study. Consider the following: 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 the government develop guidelines for assessing teams who plan to climb Mount Everest in the future. In addition, these officials have asked you to tell them what are the lessons from the case study and/or articles for leaders in organizations? How will your team implement the lessons in work or life when called upon to lead?

WEEK 6: Decision Making and Problem Solving

Thursday, October 8, Tuesday, October 13, Wednesday, October 14

Required Readings: Complete Before Week 6 Class

1. Chapter 5-Decision-Making: Denhardt, Robert B., Denhardt, Janet V., Aristigueta, Maria P., and Rawlings, Kelly C., **Managing Human Behavior in Public and Nonprofit Organizations**.
2. Professor Leon's Class--Also Read Idealist, Chapter 3-Making Choices, Willson, Richard. A Guide for the Idealist : Launching and Navigating Your Planning Career.

Assignment: Complete Before Week 6 In Person/ Virtual Session

1. Complete Kidney Exercise Template with your rankings of who should receive a kidney. (Posted on NYU Classes.)
2. Discussion Board: Share your thoughts about one of the assessments that you were required to take this week. What did you learn about yourself?

Assessments: Complete Before Week 6 In Person/ Virtual Session

3. How do you approach decisions?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.
4. Are you indecisive?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.
5. Emotion-Based Decision Making-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.

Case Study: Complete Before Class 6

6. Read Case Study Marie Trelle-Kane at Unis-Cite: Establishing Youth Service in France, Harvard Business School, 5-415-056, 2015. (Harvard Case coursepack.)
7. Submit an individual case study memo on NYU Classes that addresses these questions:
 - a. What is your assessment of Unis-Cite's actions to date?
 - b. What are the key challenges that Unis-Cite is facing?
 - c. What would you suggest as an idea for an action plan that Marie Trelle-Kane is preparing?

In Class Exercise: During In Person/ Virtual Session

1. Kidney Exercise: You will be working with a team to persuade the class that your assigned candidate should receive a kidney.

WEEK 7: Communication and Congruence Model

Thursday, October 15, Tuesday, October 20, Wednesday, October 21

Required Readings: Complete Before Week 7 Class

1. Chapter 9-Communication: Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
2. 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)
3. 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)

Assessments: Complete Before Week 7 In Person/ Virtual Session

4. Listening Self-Assessment-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
5. Are You an Assertive Communicator?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**

Assignment-Case Study: Due Before Week 7 In Person/ Virtual Session

1. Read Stone, Elana, Page, Stephen., *Fostering Success: An Equity Initiative Goes Sideways*, Electronic Hallway, Evans School of Public Policy and Governance, University of Washington. (Available as a pdf on NYU Classes.)
2. Submit an Individual case study assignment memo for *Fostering Success* that addresses the following questions:
 - a. If *Fostering Success* aimed to create a culture of equity within the organization, what steps would you recommend Brooks or Andrews/Bennett take to define equity and a 'welcoming environment'?
 - b. If creating a change in culture means asking staff to change how they view themselves, what kind of impact would an equity initiative have on staff's sense of self or the organizational culture?
 - c. If Brooks came to you for advice on how to move forward, what steps would you outline that she might take in to have her desired impact on equity within the agency?

WEEK 8: Conflict and Negotiating

Thursday, October 22, Tuesday, October 27, Wednesday, October 28

Required Readings: Complete Before Week 8 Class

1. Chapter 10-Conflict and Negotiating: Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**

Assessments: Complete Before Week 8 In Person/ Virtual Session

1. Relationship Conflict-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
2. Your Preferred Conflict Management Style-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
3. What Do You Do When Interests Conflict?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**

Assignment: Discussion Board Questions: Due Before Week 8 In Person/ Virtual Session

4. Review the assessments that you completed this week and write a post describing what you have learned about how you handle conflict and based on the readings what you can do to improve how you handle conflict.

Video: Watch the [Negotiating-Getting What You Want Video](#).

In Class Exercise: During In Person/ Virtual Session

1. You will be negotiating two different issues. Materials about your role will be provided beforehand on NYU Classes.

WEEK 9: Leadership

Thursday, October 29, Tuesday, November 3, Wednesday, November 4

Required Readings: Complete Before Week 9 Class

1. Chapter 9-Leadership in Public Organizations: Denhardt, Robert B., Denhardt, Janet V., Aristigueta, Maria P., and Rawlings, Kelly C., **Managing Human Behavior in Public and Nonprofit Organizations.** (Chapter posted as a pdf on NYU Classes.)

Assignment-Team Case Study Analysis: Due Before Week 9 In Person/ Virtual Session

1. Read Case Study- The Massport Model: Integrating Diversity and Inclusion Into Public-Private Partnerships (In Harvard case study course pack.)
2. Prepare a Team Case Study memo that addresses the following questions:
 - a. For your case analysis, answer these questions:
 - b. What is the problem that Massport is trying to solve?
 - c. What do you find interesting about Massport's approach?
 - d. Who benefits from the new policy? What are the drawbacks of the new policy? How can they be minimized?
 - e. How would you go about assessing the success of this new approach?

Assessments: Complete Before Week 9 In Person/ Virtual Session

3. Least Preferred Coworker Scale-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**

4. Are You Ready to Lead?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
5. Is Your Supervisor Abusive?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**

Video: Watch the [10 Leadership Theories Video](#).

WEEK 10: Power, Influence, and Politics

Thursday, November 5, Tuesday, November 10, Wednesday, November 11

Required Readings: Complete Before Week 10 Class

1. Chapter 13-Power, Influence, and Politics: Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
2. Article, Cross, R., Liedtka, J., and Weiss, L., A Practical Guide to Social Networks, Harvard Business Review. (Available on NYU Classes.)

Assessments: Complete Before Week 10 In Person/ Virtual Session

3. How to Gain Power and Influence People-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
4. Upward Influence Scale-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
5. Recognizing Politics-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**

Assignment: Due Before Week 10 In Person/ Virtual Session

3. None

WEEK 11: Power, Influence, and Politics, continued

Thursday, November 12, Tuesday, November 17, Wednesday, November 18

Required Readings: Complete Before Week 11 Class

1. Chapter 8-Power and Organizational Politics: Denhardt, Robert B., Denhardt, Janet V., Aristigueta, Maria P., and Rawlings, Kelly C., **Managing Human Behavior in Public and Nonprofit Organizations.**
2. Professor Leon's Class--Instead Read Idealist, Chapter 10-Navigating Managers, Organizations, and Teams, Willson, Richard. A Guide for the Idealist : Launching and Navigating Your Planning Career.
3. Professor Leon's Class--Instead Read Article, Planning in the Face of Power. (NYU Classes pdf from Library).

Assignment: Due Before Week 11 In Person/ Virtual Session

1. Read Case Study: Negotiating from the Margins: The Santa Clara Pueblo Seeks Key Ancestral Lands, Harvard Kennedy School, Case Number 2021.2/ (In Harvard case coursepack.)
2. Submit an individual case study memo that addresses these questions:
 - a. Describe the main parties' positions, primary interests, and alternatives when the Dunigan family announced its plan to sell the Baca Ranch.
 - b. What are the main barriers facing the Santa Clara Pueblo as they attempt to assert their claim to the 9,100 acres of land?
 - c. Describe the parties' bargaining positions. Is there a best alternative to a negotiated agreement for both parties?

WEEK 12: Structure and Design

Thursday, November 19, Tuesday, November 24, Wednesday, November 25

Required Readings: Complete Before Week 12 Class

1. Chapter 14-Organizational Structure and Design: Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
2. Case Study-Wildfire Entertainment: Organizational Structure Archetypes, Insead, IN 1176. (In Harvard Cases coursepack.)
3. Professor Leon's Class--Instead Read Case Study, Test of Transition: The Case of a Community Preservation and Development Corporation (In Harvard Cases coursepack.)

Assignment: Due Before Week 12 In Person/ Virtual Session

4. Individual Case Study memo for Wildfire Entertainment. While Wildfire Entertainment is about a private sector organization, imagine that you are working for a newly created nonprofit or a new division within a government agency. Prepare a memo that addresses the following questions:
 - a. Describe the context that Wildfire faced in its early days/months/years?
 - b. What are some of the pros and cons of the three main organizational archetypes that Wildfire used?
 - c. In the context of rapid growth, how should an organization know when the structure should be changed?
5. Simulation Preparation: Watch the tutorial and visit the prepare section of the Organizational Structure simulation. (In Harvard simulation coursepack.)

Assessments: Complete Before Week 12 In Person/ Virtual Session

6. Am I An Effective Delegator?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**
7. What Is Your Preferred Type of Organizational Structure-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations.**

In Class Exercise: During In Person/ Virtual Session

1. You will participate in an organizational structure simulation.

WEEK 13: Organizational Culture/ Team Presentations

Tuesday, December 1, Wednesday, December 2, Thursday, December 3

Required Readings: Complete Before Week 13 Class

1. Chapter 12-Organizational Culture and Change: Denhardt, Robert B., Denhardt, Janet V., Aristigueta, Maria P., and Rawlings, Kelly C., **Managing Human Behavior in Public and Nonprofit Organizations**.
2. Schein, Edgar H., Organizational Culture and Leadership, Jossey-Bass, 4th edition. (NYU Classes pdf)
3. Professor Leon's Class--Also Read Idealist, Chapter 5-What Work Setting?, Willson, Richard. A Guide for the Idealist : Launching and Navigating Your Planning Career.

Assessments: Complete Before Week 13 In Person/ Virtual Session

4. What is Your Organization's Individualism & Collectivism?-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.

Assignment: Due Before Week 13 In Person/ Virtual Session

5. Group Presentations—Additional Information Will Be Provided

WEEK 14: Change and Change Management, Wrap-Up

Tuesday, December 8, Wednesday, December 9, Thursday, December 10

Required Readings: Complete Before Week 14 Class

1. Chapter 12-Organizational Culture and Change: Denhardt, Robert B., Denhardt, Janet V., Aristigueta, Maria P., and Rawlings, Kelly C., **Managing Human Behavior in Public and Nonprofit Organizations**.
2. Professor Leon's Class--Also Read Idealist, Chapter 7-Principled Adaptability, Willson, Richard. A Guide for the Idealist : Launching and Navigating Your Planning Career.

Assessments: Complete Before Week 14 In Person/ Virtual Session

1. Do You Have a Proactive Personality-Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., **Organizational Behavior: Managing People and Organizations**.

Assignment: Due Before Week 14 In Person/ Virtual Session

1. None

Video: Watch the [Lollipop Leadership Video](#).

NYU Classes

All announcements, resources, and assignments will be delivered through the NYU Classes site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

Technology Support--For All Students

You have 24/7 support via NYU's IT services. Explore the [NYU servicelink knowledgebase](#) for troubleshooting and student guides for all NYU-supported tools (NYU Classes, Zoom, etc). Contact askIT@nyu.edu or 1-212-998-3333 (24/7) for technology assistance, or contact [Zoom's 24/7 technical support](#) (includes a chat function), or review [Zoom's support resources](#). Your peers are another source of support, so you could ask a friend or classmate for help or tips.

If you do not have the appropriate hardware technology nor financial resources to purchase the technology, consider applying for the NYU [Emergency Relief Grant](#).

Classroom Norms and Netiquette

For Online/Remote Sections:

You are expected to participate in each class with your Zoom audio and video on. Please review Wagner's Zoom in the Classroom series about classroom etiquette, participation, and more. Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Classes site and are for students enrolled in this course only.

For In Person Sections:

Every member of our NYU community is required to wear face coverings that cover the person's nose and mouth at all times when on NYU property or in NYU facilities, including our classroom. You must also complete the Daily COVID-19 Screener for Campus Access via the NYU Mobile App prior to arriving to campus for each class. See more information on how to keep each other safe. Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Classes site and are for students enrolled in this course only.

Should this class need to pivot to remote due to a public health disruption, the course will meet each week using Zoom. You will be expected to participate in each class with your Zoom audio and video on. Please review Wagner's Zoom in the Classroom series about classroom etiquette, participation, and more.

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 any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Student Accessibility website](#) and click the “Get Started” button. You can also call or email (212-998-4980 or mosescsa@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.

NYU’s Wellness Exchange

[NYU’s Wellness Exchange](#) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

Anti-Racism Statement

NYU Wagner is committed to promoting the values of inclusion, diversity, belonging, and equity (IDBE) in public service and to bringing an IDBE lens to the various domains that shape our institutional culture and help advance our mission. We know that markers of difference shape the way we see the world, the way resources are distributed, the way policies are made, the way boundaries are drawn, and the way institutions are managed.