

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

CORE-GP-1020

Management & Leadership Spring 2021

Instructor Information

Section	Instructor Name	Email Address	Office Address	Office Hours
002	Stark, Martha	Martha.Stark@nyu.edu	395 Lafayette, Room 3040C	Tuesdays and Wednesdays 2:00-5:00 and By Appointment

Course Assistant Information

Section	Course Assistant's Name	Email Address	Office Hours By Zoom
Stark	Margot Besnard	MIb9524@nyu.edu	Thursdays 4:00-6:00 or email to find another time

Course Information

Section	Instructor Name	Class Day	Class Time	Class Format	Class Location
002	Stark	Wednesday	6:45 pm- 8:25 pm	https://nyu.zoom.us/j/95711874209	

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	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 Memos	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. Available to [rent](#) (\$36) as a hardcopy or as an [e-book](#) (\$55).

NOTE: If you are taking this course along with Statistical Methods (CORE-GP 1011), you may want to purchase the e-book for this course directly through the publisher as part of [Cengage Unlimited eTextbooks](#). You will receive the e-books for both courses for a single price of \$69.99 (and have the option of renting hardcopies for \$7.99/each). Contact wagner.onlinecourses@nyu.edu if you have any questions about this option.

Assessment

- Rath, T., & Conchie, B. (2009). Strengths Based Leadership ([Purchase Here](#)) (\$12).

Case Study Course Packs

- A course pack containing the case studies is available for [purchase here](#) (\$47).

Simulation Course Pack

- A course pack containing the two (2) simulations is available for [purchase here](#) (\$25).

Articles

- We will be reading several articles that will be made available on NYU Classes.

Note

- For most of my professional life I have served in management and leadership roles in government and the nonprofit sector. Even so, I believe Management and Leadership and organizational behavior theories and concepts are universal—they are equally relevant to the private, nonprofit, and public sectors. If you are interested in reading some materials with a more public sector and nonprofit focus, I recommend—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 and have posted several chapters on NYU Classes in the Resource section.

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, 70.0%

Participation: contribution to discussion & learning, 14.0%

- Weekly Class Session Participation (14.0%):

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 within your 5-person team.

The course assistant will keep track of your participation 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 56.0%

- Assessments, 5.0%
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, and leadership style. You will receive credit for completing the assessments. You may want to compile and keep your assessment results in a journal.
- Knowledge Check, 7.0%
Each week you will be required to read one or two chapters from the textbook. There is a 5-point knowledge check that you must complete following each chapter.
- Individual Case Study Memoranda, 15.0%
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 in the memos.
- Simulations and Exercises 9.0%
We believe we often learn best by doing and by play. Therefore, you will be participating in two simulations: 1) a climb of Mount Everest to better understand teams (5.0%), and 2) a networking exercise to understand the power and importance of networks (2.0%). 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 (2.0%): 1) allocating a kidney to understand decision-making and the power of persuasion, and 2) a two-part negotiation exercises to hone or develop your skills. Information about any 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 Monday, May 10th and is due Friday, May 21, 2021 at, or before, 11:55 pm eastern standard time.

Team Assessments, 30.0%

- Analytical Case Study Memoranda, 15.0%
As a team, you will submit two (2) case study memos.
- Simulations and Exercises, 5.0%
You will also be graded for the Everest simulation as a team.
- Congruence Management Model Presentation, 5.0%
Your team will prepare a 10-minute PowerPoint to be presented during Class #14. You should submit the slide deck before class via NYU Classes.
- Congruence Management Model Memorandum, 5.0%
The team paper analyzing an organizational issue must be submitted via NYU Classes.

Assignment Instructions

There will be three 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 our class meets. For example, for the class that meets on Wednesday, March 10th, your assignment will be due on, or before, 11:55 pm on March 9th.

1. Knowledge Check:

Each week you will have to answer 5-6 questions about every chapter of the assigned textbook readings.

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 meet virtually as a team outside of class time using whatever mechanism you choose.

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

Complete this discussion assignment prior to class. During class, one or more teams may be randomly selected to present their case analysis.

3. For Individual Case Study Memos

Read the assigned case. Review class materials and readings. 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. Think about these three things:

A. The problem as you see it.

B. A recommended solution or solutions.

C. Support for your perspective

This structure can generally be used for the case study memo:

A. A one-paragraph summary labeled Executive Summary. What is the context, key issue, and your recommendation?

B. Background. Why is the organization 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-Memo and Presentation

You will be required to choose either an issue identified by a teammate issue or an issue from a case study. Using the congruence model, you will thoroughly analyze the issue and provide recommendations to leaders within the organization. You will prepare both a team memo and a power point presentation. The presentation will take place during our last class and the memo will be due shortly thereafter.

For the presentation, wherever possible, use visual cues or graphics rather than text-heavy slides. Plan for each member of your team to have an opportunity to present. You will be graded on your inclusion of all teammates in the presentation.

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 one-week period.

Overview of the Semester for Management & Leadership Sections

Week	Topic	Dates
1	Course Introduction, Organizations: Overview, Changing Environment	2/3
2	Individuals: Differences, Values, Perceptions, and Reactions	2/10
3	Motivation: Behavior, Work and Rewards	2/17
4	Team Launch and Assessing Organizations-the Congruence Model	2/24
5	Groups and Teams Everest Simulation Climb	3/3
6	Groups and Teams Everest Simulation Debrief	3/10
7	Decision Making, Problem Solving, and Communication	3/17
8	Conflict and Negotiating	3/24
9	Leadership: Traditional, Contemporary Views	3/31
10	Power, Influence, and Politics	4/7
11	Structure and Design	4/14
12	Organizational Culture	4/21
13	Change and Change Management	4/28
14	Team Presentations	5/5
Take Home Open Book Final Exam Released Monday, May 10, 2021 Exam Due Friday, May 21, 2021 at, or 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

Management & Leadership is a required core course for all MPA students. While the course used to meet for 165 minutes, the course has been meeting for just 100 minutes during the pandemic. Therefore, students will be expected 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? (15-20 minutes)
- Team Discussions (20-30 minutes)
- Lecture, Discussion, Case Study Review, In Class Activity/Exercise (50-60 minutes)
- Concluding Thoughts/ Preview of Assignments for Next Class (5 minutes)

Detailed Course Overview

Week	Dates	Topic	Class Preparation, Assignments				
			Textbook Reading, Knowledge Check, and Articles	Individual Assessment(s)	Case Study, Memos and Assignments (T)=Team	Video Clip	Simulation / Exercises
1	2/3	Organizations: Overview, Changing Environment	1. Skim Chapters 1 and 2 and Complete Knowledge Check 2. Article, Becoming the Boss		Post a one paragraph description of yourself on NYU Classes Case Study- No Memo: How Do We Get There? EDF Manages a New Diversity Plan	Lollipop Leaders hip Video	
2	2/10	Individuals: Differences, Values, Perceptions, and Reactions	1. Read Chapters 3 and 4 and Complete Knowledge Check	Myers Briggs Type Indicators Strengths Cultural Diversity Awareness	Case Study Memo: Fostering Success	Strengths-Based Leadership Video	
3	2/17	Motivating Behavior, Work and Rewards	1. Read Chapters 5 and 6 and Knowledge Check 2. Article, Motivating People		Case Study Memo: Job Crafting Burt's Bees	Truth About What Motivates Us Video	

Week	Dates	Topic	Class Preparation, Assignments				
			Textbook Reading, Knowledge Check, and Articles	Individual Assessment(s)	Case Study, Memos and Assignments (T)=Team	Video Clip	Simulation / Exercises
4	2/24	Team Launch and Assessing Organizations- the Congruence Model	1. No Griffin Reading 2. Article, Tushman, Congruence Model Articles 3. The Secrets of Great Teamwork 4. Article, Can your employees really speak freely? 5. Article, How management teams can have a good fight		(T) Team Launch Document		
5	3/3	Groups and Teams, Everest Simulation Climb	READ ABOUT YOUR EVEREST ROLE AND HOW TO PLAY 1. Article, The Leadership Lessons of Mount Everest 2. Article, Lessons from Everest		Case Study Memo: Lee Coker		Climb Mount Everest During Class Session

Week	Dates	Topic	Class Preparation, Assignments				
			Textbook Reading, Knowledge Check, and Articles	Individual Assessment(s)	Case Study, Memos and Assignments (T)=Team	Video Clip	Simulation / Exercises
6	3/10	Groups and Teams, Everest Simulation Debrief			(T) Case Study Team Memo: Mount Everest-1996 and Mount Everest Simulation Debrief		
7	3/17	Decision Making, Problem Solving, and Communication	1. Skim Chapters 8 and 9 and Complete Knowledge Check		Case Study Memo: Group Process in the Challenger Launch		Kidney Exercise
8	3/24	Conflict and Negotiating	1. Chapter 10 and Knowledge Check 2. Article, 10 Negotiation Tips 3. Article, Confronting Lies & Deception	How do you behave during conflict? Thomas Kilmann Conflict Assessment	Case Study Memo: Google LLC-The Diversity Manifesto	Negotiating-Getting What You Want Video	Negotiation Exercises
9	3/31	Leadership: Traditional, Contemporary Views	1. Chapters 11 and 12 and Knowledge Check	Conceptualizing Leadership Questionnaire Narcissism Questionnaire	(T) Case Study Team Memo: Marie Trelukane	10 Leadership Theories Video	

Week	Dates	Topic	Class Preparation, Assignments					
			Textbook Reading, Knowledge Check, and Articles	Individual Assessment(s)	Case Study, Memos and Assignments (T)=Team	Video Clip	Simulation / Exercises	
10	4/7	Power, Influence, and Politics	1. Chapter 13 and Knowledge Check 2. Article, Practical Guide to Social Networks	Your Understanding of Politics and Power	Case Study Memo: Negotiating from the Margins		Networking Simulation During Class	
11	4/14	Structure and Design	1. Chapter 14 and Knowledge Check		Case Study Memo: Wildfire Entertainment			
12	4/21	Organizational Culture	1. Chapter 15 and Knowledge Check 2. Schein Articles on Culture	Cultural Mindset	(T) Case Study Team Memo: Carolina for Kibera			
13	4/28	Change and Change Management	1. Chapter 16 and Knowledge Check	Your Orientation Toward Change How creative are you?	Case Study Memo- Reinventing the Command			
14	5/5	Team Presentations						

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 the applicable course section only.

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 Pledge and Statement:

I will be brave enough to have uncomfortable conversations and take action against racism while I attend NYU Wagner.

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.

Updated 2.17.2021