

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

# CORE-GP-1020-Section 002

## Management & Leadership

### Spring 2022

#### Instructor Information

Section	Instructor Name	Email Address	Office Address	Office Hours
Stark-002	Stark, Martha	<a href="mailto:Martha.Stark@nyu.edu">Martha.Stark@nyu.edu</a>	395 Lafayette, Room 3040C	Wednesdays 1:00-3:00 and by <a href="#">Appointment</a>

#### Course Assistant Information

Section	Course Assistant's Name	Email Address	Office Address	Office Hours
Stark-002	Hilarina Casie Chitty	<a href="mailto:Hgc2017@nyu.edu">Hgc2017@nyu.edu</a>	395 Lafayette, Room 3045	Wednesdays 1:30-3:30

#### Course Information

Section	Class Day	Class Time	Class Format Class Location
002	Wednesday	4:55-6:35 pm	In Person 194 Mercer Street, Room 204

#### 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). (See instructions here  
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](mailto:wagner.onlinecourses@nyu.edu) if you have any questions about this option.

## Assessment

- CliftonStrengths for Students Top 5 (\$20 if you register with your student email) <https://www.strengthsquest.com/243749/choose-right-solution.aspx#ite-305129>. Submit your results next to your name on the strengths tab on this google sheet.
- Emotional Intelligence-Take the Mind tools quiz below:
  1. [Take the Mind Tools Emotional Intelligence Quiz](#): Free 15 question assessment, you may have to register your email address on the site. The questions from the test are also on the Emotional Intelligence tab in this [google sheet](#).  
Optional: If you are really interested in emotional intelligence, these other two tests are available.
  2. [Take the IHHP Quiz](#): Free 17 question assessment from the Institute of Health and Human Potential.
  3. [Psychology Today Emotional Intelligence Test](#): Free 145 question assessment that provides summary results, you must pay \$9.95 for complete results.
- Motivation-Take the Mind tools quiz below:
  1. [Take the Mind Tools Motivation Quiz](#): Free 12 question assessment, you may have to register your email address on the site. The questions from the test are also on the Motivation tab in this [google sheet](#).  
Optional: If you are really interested in motivation, this other test is available.
  2. [Psychology Today Career Motivation Quiz](#): Free 102 question assessment that provides summary results, you must pay \$6.95 for complete results.

## Case Study Course Packs

- A course pack containing the case studies is available for [purchase here](#) (\$38.25).

## Simulation Course Pack

- A course pack containing the three (3) simulations is [available here](#) (\$0).

## Articles

- We will be reading several articles that, where possible, will be made available on our [Brightspace](#) site.

# 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, 15.0%

- 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 may also 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, 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 All of the assessments are in tabs on this [google sheet](#).

#### Individual Case Study Memoranda, 22.5%

- 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 in the memos.

#### Simulations and Exercises, 7.5%

- We believe we often learn best by doing and by play. Therefore, you will be participating in the three (3) simulations in the simulation [coursepack which can be accessed here](#). Each student must individually register for and [claim the simulation coursepack](#). The simulation coursepack cannot be shared as each student needs to be able to access the simulation at the same time.
  - 1) A leadership simulation entitled: Patient Zero to better understand leadership, team dynamics, the tension between stated goals and actual behavior, and resilience (2.5%). Your individual grade for this exercise will be based your response to two post simulation reflection questions and your forthright responses to confidential questions about how comfortable you were with your team's decisions during the simulation. (WARNING: THIS SIMULATION WAS CREATED BEFORE THE COVID PANDEMIC. HOWEVER, THE SIMULATION MAY BE DISTRESSING BECAUSE IT SIMULATES DECISIONS THAT WOULD HAVE TO BE MADE IN AN UNRELATED ZOMBIE PANDEMIC.)
  - 2) A simulated climb of Mount Everest to learn: (i) how teams can improve the way they make decisions; (ii) how opposing interests and asymmetric information affect team dynamics; (iii) how leaders shape team decision-making and performance in competitive and time-sensitive situations; (iv) how teams and their leaders deal with tradeoffs between short-term task completion and longer-term team effectiveness, and (v) how cognitive biases impair decision making (2.5%). Your grade for this exercise will be based on the percent of your individual goals that you achieve during the exercise.
  - 3) An organizational behavior simulation entitled: Leveraging Networks to understand the power and importance of networks and demonstrate (i) how the properties of one's network affect one's ability

to derive benefits from it; and (ii) change perceptions of networking as selfish, opportunistic, or insincere by recognizing its benefits and potential for reciprocity (1.0%). Your score will be based on your participation in the simulation.

- In addition, you will participate in two exercises (1.5%):
  - 4) Allocating a kidney to understand decision-making and the power of persuasion (.75%). Your score will be based on your participation in the exercise.
  - 5) A two-part negotiation exercise to hone or develop your skills (.75%). Your score will be based on your participation in the exercise.

Final Exam, 20.0%

- There will be an open book take home final exam that will be released at noon on Monday, May 9<sup>th</sup> and is due Wednesday, May 18<sup>th</sup> at, or before, 11:55 pm eastern standard time.

## **Team Assessments, 30.0%**

Team Launch, 1.5%

- You will be assigned to a five-person team in the beginning of the semester. You will meet as a team to discuss your strengths and how you want to work together. Your team will submit a completed team launch document documenting your team agreement.

Mount Everest Simulation Climb-Team Score and Debrief Memorandum, 5.5%

- Team Score: Your team will participate in a simulated climb of Mount Everest. Your team score will be based on the percent of the goals you achieve as a team. (2.5%)
- Debrief Memorandum: Your team will complete a memorandum answering questions about your Mount Everest climb. The question prompts for the memorandum will be posted on Brightspace. (3.0%)

Leadership Simulation Patient Zero-Team Score, 3.0%

- A leadership simulation entitled: Patient Zero to better understand leadership, team dynamics, the tension between stated goals and actual behavior, and resilience. Your grade for this part of the exercise will be based on your team's country results which will include information about the percent of people infected, the country morale, and the likelihood of societal collapse. (WARNING: THIS SIMULATION WAS CREATED BEFORE THE COVID PANDEMIC. HOWEVER, THE SIMULATION MAY BE DISTRESSING BECAUSE IT SIMULATES DECISIONS THAT WOULD HAVE TO BE MADE IN AN UNRELATED ZOMBIE PANDEMIC.)

Analytical Case Study Memoranda, 10.0%

- As a team, you will submit two (2) case study memoranda for Marie Trellu Kane and Carolina for Kibera- included in the case study coursepack. The prompt for the assignment is described on Brightspace.

Congruence Management Model Team Presentation, 10.0%

- Your team will prepare a 7–8-minute PowerPoint presentation for Class session #13 analyzing a management-related issue that you choose. (More details will be provided later in the semester.) Your team should submit the slide deck right before class via Brightspace or email the presentation to the course assistant or me.

## Assignment Instructions

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 Brightspace. Except as otherwise indicated, assignments are due on, or before, noon on the day that our class meets.

For the Individual Case Study Memoranda:

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 memorandum and is not to exceed two to three single-spaced pages. Your memo should include the following:

- A. The organization's purpose.
- B. The problem as you see it.
- C. A recommended solution or solutions.
- D. Support for your perspective from assigned materials or personal experience.

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

- A. A one-paragraph summary labeled Executive Summary. What is the organization's purpose, 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 to three 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.

For the Three (3) Analytical Team Case Study Memoranda Assignments:

- A. In your team, discuss your varied responses to the case and come up with one response to submit on the Brightspace course site. This may require negotiation skills on your part, as your teammates may have different ideas about the best solutions 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 posed on Brightspace.

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

- 1) Team members: Please include a cover page with the names of everyone who contributed to the memo and the role they played in the memo. If a group member did not contribute, do not include that person's name and s/he will not receive credit for this assignment. Everyone whose name does appear on the assignment will receive the same grade.

2) Format:

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

3) Grading: There is no single right answer, but there are stronger and weaker memos.

- 25 pts are allocated for the analysis of the problems/opportunities and root causes.
- 25 points are allocated for the articulation of the organization's purpose and the strength and relevance of your recommendations.
- 25 points are allocated for demonstrating strong critical thinking skills and the application of the course materials to the problems/opportunities.
- 15 points are allocated for the quality of your writing.
- 10 points are allocated for the organization of ideas and format.

#### Final Project Assignment-Presentation

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

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.

## Semester Overview for Stark's Management & Leadership Sections

Week	Topic	Dates (Wednesday)
1	Course Introduction, Goals, Organizations: Overview	1/26
2	Individuals: Differences, Values, Bias, Perceptions, and Reactions	2/2
3	Motivation: Behavior, Work and Rewards	2/9
4	Team: Launch and Assessing Organizations-the Congruence Model	2/16
5	Groups and Teams Everest Simulation Climb	2/23
6	Groups and Teams Everest Simulation Debrief	3/2
7	Decision Making, Problem Solving, and Communication	3/9
8	Conflict and Negotiating	3/23
9	Leadership: Traditional, Contemporary Views	3/30
10	Power, Influence, and Politics	4/6
11	Structure and Design	4/13
12	Organizational Culture	4/20
13	Team Presentations	4/27
14	Change and Change Management	5/4
<p><b>Take Home Open Book Final</b>  <b>Exam Released Monday, May 9, 2022, at Noon (eastern standard time)</b>  <b>Exam Due Wednesday, May 18, 2022, at or before, 11:55 pm (eastern standard time)</b></p>		

## 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	<b>Excellent:</b> 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	<b>Very Good:</b> 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	<b>Good:</b> Sound work; well-reasoned and thorough, methodologically sound. Student has fully accomplished the basic objectives of the course.
B	> 83.0	3.0	<b>Adequate:</b> 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	<b>Borderline:</b> 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	<b>Deficient:</b> 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	<b>Fail:</b> 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 and Leadership is a required core course for all Wagner students. Pre-COVID the course met for a longer period, but the course now meets for just 100 minutes. Therefore, you may be expected to complete about 30-60 minutes of pre-work before each class individually or in some instances with classmates.

The general class structure will be:

- Check-In: Management and leadership in the news/ What is going on in your management and leadership world? Reflections on/Opportunities to Use Materials? (10-15 minutes)
- Case Study/Material Discussion-Think/Pair/Share (10-15 minutes)
- Lecture, Discussion, In Class Activity/Exercise (40-60 minutes)
- Concluding Thoughts/ Preview of Assignments for Next Class (5 minutes)

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## Detailed Course Overview

Week	Dates	Topic	Class Preparation, Assignments				
			Textbook Reading, and Articles	Individual Assessments	Case Study, Memos and Assignments (T)=Team	Video Clip	Simulation/ Exercises
1	1/26	Course Introduction; Goals: Organizations: Overview, Changing Environment	<p>1. Skim Griffin Chapters 1 and 2</p> <p>2. Read Article, <a href="#">Becoming the Boss</a></p> <p>3. Read <a href="#">Management is (Still) Not Leadership</a></p> <p>4. Article, Behn, <a href="#">The Responsibility to Craft Purposes.</a></p> <p>5. Article, Behn, <a href="#">Always Start with Purpose.</a></p> <p>6. Article, <a href="#">How Emotionally Intelligent Are You?</a></p>	<p>Tell us a little about yourself using the <a href="#">Introduction</a> Google Sheet</p> <p><a href="#">Complete the Myers Briggs Type Indicators Test</a>; and <a href="#">Enter Your Myers Briggs Type Indicator Results</a></p> <p>Complete the <a href="#">Emotional Intelligence Assessment</a> and <a href="#">enter your results on the Emotional Intelligence-Entry tab in the Leadership and Assessments Google Sheet</a></p> <p><a href="#">Take Any Two (2) Implicit Association Test and Enter Results</a></p>	<p>Case Study, Memos and Assignments (T)=Team</p>	<p>Watch <a href="#">Lollipop Leadership Video</a></p> <p>And <a href="#">Emotional Intelligence Video</a></p>	

Week	Dates	Topic	Class Preparation, Assignments				
			Textbook Reading, and Articles	Individual Assessments	Case Study, Memos and Assignments (T)=Team	Video Clip	Simulation/ Exercises
2	2/2	Individuals: Differences, Bias, Values, Perceptions, and Reactions	1. Read Griffin Chapters 3 and 4  2. Read Article, <a href="#">How Diversity Works</a>	Purchase and Complete the <a href="#">Strengths Assessment</a> ; and <a href="#">Enter Your 5 Strengths Results on the Strengths Tab in the Leadership and Assessments Google Sheet</a>	Submit <a href="#">Case Study Memo: Fostering Success</a>	<a href="#">Watch Strengths-Based Leadership Video</a>	
3	2/9	Motivating Behavior, Work and Rewards	1. Read Griffin Chapters 5 and 6 2. <a href="#">Article, Motivating People</a> 3. Article, <a href="#">How Self-Motivated Are You?</a>	Complete the <a href="#">Self-Motivation Assessment</a> and <a href="#">enter the responses on the Motivation-Entry tab on the Introduction and Assessments Google Sheet</a>	Submit Case Study Memo: Job Crafting Burt's Bees (In Coursepack)	<a href="#">Watch Truth About What Motivates Us Video</a>	

Week	Dates	Topic	Class Preparation, Assignments				
			Textbook Reading, and Articles	Individual Assessments	Case Study, Memos and Assignments (T)=Team	Video Clip	Simulation/ Exercises
4	2/16	Team Launch and Assessing Organizations- the Congruence Model	<b>1. No Griffin Reading Read:</b> 2. Article, <a href="#">Tushman, Congruence Model Articles</a> 3. <a href="#">The Secrets of Great Teamwork</a>		(T) Complete and Submit <a href="#">Team Launch Document</a>	Watch <a href="#">How to turn a group of strangers into a team video</a>	
5	2/23	Groups and Teams, Everest Simulation Climb	<b>READ</b> 1. Article, <a href="#">Can your employees really speak freely?</a> 2. Article, <a href="#">How management teams can have a good fight</a> <b>3. The Description of YOUR EVEREST ROLE AND WATCH THE HOW TO PLAY VIDEO (IN IMULATION COURSEPACK)</b>		Submit (T) Marie Trellu-Kane Case Study TEAM Memo (In Coursepack)		Climb Mount Everest During Class Session (In Simulation Coursepack)
6	3/2	Groups and Teams, Everest Simulation Debrief	1. Article, <a href="#">The Leadership Lessons of Mount Everest</a> 2. Article, <a href="#">Lessons from Everest</a>	Complete <a href="#">Leadership Assessment</a>			

Week	Dates	Topic	Class Preparation, Assignments				
			Textbook Reading, and Articles	Individual Assessments	Case Study, Memos and Assignments (T)=Team	Video Clip	Simulation/ Exercises
7	3/9	Decision Making, Problem Solving, and Communication	1. Skim Griffin Chapters 8 and 9		<b>SUBMIT (T)</b> Case Study Team Memo and Climb Reflection: Mount Everest-1996 (In Coursepack)		Read the <a href="#">Kidney Exercise Description</a> and <a href="#">Enter Your Rankings for Who Should Receive the Kidney on the tab in the Google Sheet.</a>
<b>MARCH 16-SPRING BREAK!!!!!!</b>							
8	3/23	Conflict and Negotiating	<b>Read</b> 1. Chapter 10 2. Article, <a href="#">10 Negotiation Tips</a> 3. Article, <a href="#">Confronting Lies &amp; Deception</a>	Complete <a href="#">Thomas Kilmann Conflict Assessment</a> and <a href="#">Enter Results on Conflict Tab on Google Sheet</a>		Watch <a href="#">Negotiating -Getting What You Want Video</a>	Participate in Negotiation Exercises
9	3/30	Leadership: Traditional, Contemporary Views	<b>Read</b> 1. Griffin Chapters 11 and 12 2. <a href="#">5 Principles of Adaptive Leadership</a> 3. How to Play Patient Zero Simulation Information (In Simulation Coursepack)		Submit Case Study Memo: Negotiating from the Margins (In Coursepack)	<a href="#">10 Leadership Theories Video</a>	Leadership: Patient Zero Simulation (In Simulation Coursepack)

Week	Dates	Topic	Class Preparation, Assignments					
			Textbook Reading, and Articles	Individual Assessments	Case Study, Memos and Assignments (T)=Team	Video Clip	Simulation/ Exercises	
10	4/6	Power, Influence, and Politics	<b>Read</b> 1. Griffin Chapter 13 2. Article, <a href="#">Practical Guide to Social Networks</a>	Complete <a href="#">Politics and Power Assessment and Enter Results on Politics tab on Google Sheet</a>	Submit Case Study Memo: Google LLC- The Diversity Manifesto (In Coursepack)		Networking Simulation During Class (In Simulation Coursepack)	
11	4/13	Structure and Design	<b>Read</b> 1. Griffin Chapter 14 2. <a href="#">Article, Organizational Structure and Burnout</a> 3. <a href="#">Article, Organization Design</a>		Submit Case Study Memo: Wildfire Entertainment (In Coursepack)			
12	4/20	Organizational Culture	<b>Read</b> 1. Griffin Chapter 15 2. Schein <a href="#">Articles on Culture</a>		<b>Submit (T) Team Case Study Memo:</b> Carolina for Kibera (In Coursepack)			
13	4/27	<b>Team Presentations</b>						
14	5/4	Change and Change Management	<b>Read</b> 1. Griffin Chapter 16 2. Skim, <a href="#">Kotter 8 Steps to Accelerate Change</a>	Complete <a href="#">Your Orientation Toward Change Assessment and Enter Results on tab in Google Sheet</a>	<b>Submit Case Study Memo:</b> The Perils and Pitfalls of Leading Change: A Young Manager's Turnaround Journey (In Coursepack)			

## Course Website Brightspace

The course website can be found on NYU Learning Management System (“NYU LMS” or “Brightspace”), accessible via the “Academics” tab on [NYU Global Home](#). Throughout the semester, documents such as lecture slides, homework solutions, and practice exams will be posted to this site. In addition, we will occasionally send emails about course logistics to your NYU email account. Therefore, you should check both the course website and your NYU email account on a regular basis.

## 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 (Brightspace, Zoom, etc). Contact [askIT@nyu.edu](mailto: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

**If you are enrolled in an online section, or if our in person class pivots to a remote online setting, you are expected to participate in each class with your Zoom audio and video on** (unless circumstances prevent it). 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 LMS (Brightspace) site and are for students enrolled in this course only.

**If you are in an in-person section:** Every member of our NYU community is [required to wear face coverings](#) that cover the person’s nose and mouth while indoors on the University campus, including in the classroom at all times. 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](#).

## 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](mailto: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.

M&L Spring 2022

## Optional Readings

<b>Management &amp; Leadership</b>	
Self-reflection	Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. <i>Harvard Business Review</i> , 83(1), 74-80.
Power for change	Lingo, E. L & McGinn, K. L. (2020). A new prescription for power. <i>Harvard Business Review</i> , 98(4), 66-75.
Leadership	Gallo, A. (July 26, 2012). Why aren't you delegating? HBR <a href="#">The science of success podcast</a> . (2017). Evidence reveals the most important skill of the 21 <sup>st</sup> century (self-awareness) with Dr. Tasha Eurich.
Increasing equity	<ul style="list-style-type: none"> <li>• Kaplan, S. (2020). <a href="#">Why the 'business case' for diversity isn't working</a>. Fast Company</li> <li>• Druhan, C. (2020). <a href="#">Moving beyond the business case for queer and trans inclusion</a>. IN Magazine</li> <li>• Morgan Roberts, L. &amp; Mayo, T. (2019). Toward a racially just workplace. (Part of a 5-part series on "Advancing Black Leaders"). HBR</li> <li>• Livingston, R. (2020). How to promote racial equity in the workplace. <i>Harvard Business Review</i>, 98(5), 64-72.</li> <li>• Pedulla, D. (May 12, 2020). Diversity and inclusion efforts that really work. <i>Harvard Business Review</i>.</li> </ul>
Diversity	<ul style="list-style-type: none"> <li>• Pisano, G. P. (2017). <a href="#">Neurodiversity as a Competitive Advantage</a>. HBR</li> <li>• <a href="#">Creary, S. website</a></li> <li>• Ely, R. J., &amp; Thomas, D. A. (2001). Cultural Diversity at Work: The Moderating Effects of Work Group Perspectives on Diversity. <i>Administrative Science Quarterly</i> 46(2), 229–273. (This is an academic article, and it might seem long and dense, so skim it to understand the main findings.)</li> <li>• Mannix, E. &amp; Neal, M. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. <i>Psychological Science in the Public Interest</i>, 6(2), 31-55.</li> </ul>
Crisis	<ul style="list-style-type: none"> <li>• <a href="#">Thriving in trying times</a>. Center for positive organizations.</li> </ul>
Reducing sexual harassment	<ul style="list-style-type: none"> <li>• Dobbin, F. &amp; Kalev, A. (2020). Why sexual harassment programs backfire. <i>Harvard Business Review</i> 98 (3), p44-52.</li> </ul>
Providing feedback	<ul style="list-style-type: none"> <li>• <a href="#">Mavis and company</a></li> </ul>
Negotiation	<ul style="list-style-type: none"> <li>• Gallo, A. (March 17, 2016). How to disagree with someone more powerful than you. HBR.</li> </ul>
Voice implementation	<ul style="list-style-type: none"> <li>• Satterstrom, P., Kerrissey, M., &amp; DiBenigno, J. (2020). <a href="#">The Voice Cultivation Process: How Team Members Can Help Upward Voice Live on to Implementation</a>. <i>Administrative Science Quarterly</i>, 0001839220962795.</li> </ul>
Helping	<ul style="list-style-type: none"> <li>• Fisher, C. M., Amabile, T. M., &amp; Pillemer, J. (2021). How to help (without micromanaging). <i>Harvard Business Review</i></li> </ul>
Motivation	<ul style="list-style-type: none"> <li>• <a href="#">The surprising truth about what motivates us</a></li> </ul>
Meetings	<ul style="list-style-type: none"> <li>• Whetten, D. A., &amp; Cameron, K. S. (2005). Conducting Meetings. In <i>Developing Management Skills</i> (6th ed.), pp. 583-591. Upper Saddle River, NJ: Prentice Hall. (On reserve at NYU Bobst)</li> </ul>

<b>Virtual work</b>	
Virtual mgmt	<ul style="list-style-type: none"> <li>• Davey, L. (2017). How to resolve conflicts with a remote coworker. HBR: Giving Feedback.</li> <li>• Nawaz, S. (2020). How managers can support remote employees. HBR: Communication.</li> <li>• Carucci, R. (2020). How to manage an employee who's struggling to perform remotely. HBR: Managing People.</li> <li>• Larson, B.L., Vroman, S.R., &amp; Makarius, E. E. (March 18, 2020). A guide to managing your (newly) remote workers. HBR: Leading Teams</li> </ul>
Virtual meetings	<ul style="list-style-type: none"> <li>• Axtell, P. (2016). What everyone should know about running virtual meetings. HBR</li> <li>• Axtell, P. (2016). When your boss is terrible at leading meetings. HBR</li> <li>• Hale, J., &amp; Grenny, J. (2020). How to get people to actually participate in virtual meetings. HBR</li> <li>• Molinsky, A. (2020) Virtual meetings don't have to be a bore. HBR</li> <li>• Raffoni, M. (2020). 5 questions that (new) virtual leaders should ask themselves. HBR</li> </ul>
<b>Teams</b>	
Videos about teams	<ul style="list-style-type: none"> <li>• <a href="#">Professor Leigh Thompson</a></li> <li>• <a href="#">How to build trust on your virtual team</a></li> </ul>
Books about teams	<ul style="list-style-type: none"> <li>• Hackman, J. R., &amp; Hackman, R. J. (2002). Leading teams: Setting the stage for great performances. Harvard Business Press.</li> <li>• Wageman, R., Nunes, D. A., Burruss, J. A., &amp; Hackman, J. R. (2008). Senior leadership teams: What it takes to make them great. Harvard Business Review Press.</li> <li>• Hackman, J. R. (2011). Collaborative intelligence: Using teams to solve hard problems. Berrett-Koehler Publishers.</li> <li>• Thompson, L. L., &amp; Thompson, M. (2008). Making the team: A guide for managers. Pearson, 6<sup>th</sup> Ed.</li> <li>• She has many popular <a href="#">press articles</a></li> </ul>
Podcasts about teams	<ul style="list-style-type: none"> <li>• TED Business sometimes includes teams</li> <li>• <a href="#">Teams in primary care with Ann O'Malley and Patricia Satterstrom</a></li> </ul>
Virtual teams	<ul style="list-style-type: none"> <li>• Ferrazzi, K. (2014). Getting virtual teams right. Harvard Business Review, 92(12), 120-123.</li> <li>• Bakken, R. (2018). <a href="#">Challenges to managing virtual teams and how to overcome them</a></li> <li>• Gardner, H. K. and Matviak, I. (2020). Coronavirus could force teams to work remotely. HBR: Leading Teams.</li> <li>• Greer, L. (2020). <a href="#">Why remote work makes teams</a> (and leaders) better</li> </ul>