



CORE-GP-1020-Sections 003

Management & Leadership

Spring 2022

Instructor Information

| Sections | Instructor Name | Email Address | Office Address | Office Hours |
|----------|-----------------|--|-----------------|---|
| 003 | Garrett Lucien | gjl7427@nyu.edu | Will be on Zoom | Thursday 4:30-6:00 pm and by Appointment |

Course Assistant Information

| Section | Course Assistant's Name | Email Address | Office Hours By Zoom |
|---------|-------------------------|--|-------------------------|
| 003 | Jacqueline Ramales | jr3090@nyu.edu | |

Course Information

| Section | Class Day | Class Time | Class Format Class Location |
|---------|-----------|--------------|---|
| 003 | Thursday | 6:45-8:25 pm | In- Person Global Center for Spiritual Life (GCASL) located at 238 Thompson Street, Room 261 |

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 |

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|---|---|----------------|---|
| 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

CliftonStrengths for Students Top 5 (\$20 if you register with your student email)

<https://www.strengthsquest.com/243749/choose-right-solution.aspx#ite-305129> **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 for the Thursday morning section](#); and for [purchase here for the Thursday evening section](#) (\$25).

Articles

We will be reading several articles that where possible will be made available on our [Brightspace](#) course 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%

Weekly Class Session Participation (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 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 70.0%

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.

Individual Case Study Memoranda, 30.0%

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 with Reflections 15.0%

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 (7.5%), and
- 2) An exercise to understand the power and importance of networks (2.5%).

The simulations are part of the simulation coursepack that you must purchase. The simulation coursepack cannot be shared as each student needs to be able to access the simulation at the same time.

In addition, you will participate in two exercises (5.0%):

1) Allocating a kidney to understand decision-making and the power of persuasion, and 2)

A two-part negotiation exercise to hone or develop your skills.

Information about these and any other exercises will be provided on the Brightspace course site.

You will receive an individual score for participating in the simulations and exercises and in the case of Mount Everest, you will also receive a team score. You will be required to submit a no more than one-page reflection after each simulation and exercise.

Final Exam, 20.0%

There will be an open book take home final exam that will be released at noon on Tuesday, December 14th and is due Wednesday, December 22nd at, or before, 11:55 pm eastern standard time.

Team Assessments, 30.0%

Analytical Case Study Memoranda, 20.0%

As a team, you will submit three (3) case study memoranda described more fully below.

Congruence Management Model Team Presentation, 10.0%

Your team will prepare a 10-minute PowerPoint to be presented during our last Class session. You should submit the slide deck right before class via Brightspace.

Assignment Instructions

There will be two 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 Brightspace 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 Thursday, September 2nd, your assignment will be due on, or before, 11:55 pm on Wednesday, September 1st.

1. For the Two (2) 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, as well as a short (two paragraph) individual reflection on the process your team went through to arrive at your team solution.

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 context, why is this important, what are the key issue(s), and your recommendation?

Explain your diagnosis. Why is this group/department/organization facing these issues? What are the root causes and why?

Provide specific recommendations that are realistic and take the individuals, context, timing, and other variables in the case into account. How should your recommendations be implemented? What are the priorities? Why are these recommendations better than a reasonable alternative? The memo should be no longer than two pages (not including the cover page), single-spaced, 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.

30 pts are allocated for the analysis of the problems/opportunities and root causes.

30 points are allocated for your recommendations.

16 points are allocated for demonstrating strong critical thinking skills.

12 points are allocated for the quality of your writing.

12 points are allocated for the organization of ideas and format.

Team Memo #1

Case: Roberto, M; and Carioggia, G., (2002) *Mount Everest-1996. Harvard Case Study Course Pack.*

Target: Assume you are a consultant to the Government of Nepal who has asked you to assess the leadership styles of Fisher and Hall and the team leader for your Everest climb and to make recommendations about how your team could have been more successful during the climb.

Team Memo #2

Case: Battilana, J; Anteby, M; Pache, A; (2015). *Marie Trelle-Kane at Unis-Cite. Harvard Case Study Course Pack.*

Target: Assume you are a consultant hired by Marie Trelle-Kane to analyze and assess the organizations readiness for change.

Team Memo #3

Case: McGinn, K. L., Kutchma, B., & Hammer, C. B. (2012). *Carolina for Kibera. Harvard Business School Case 9-913-701.* (available for free through [NYU library](#))

Target: Assume you are a consultant hired by Rye Barcott to assess the situation and provide guidance. Please address your memo to Barcott.

2. For 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 memo and is not to exceed two single-spaced pages. Think about these things: A. The problem as you see it.

B. A recommended solution or solutions.

C. Support for your perspective from materials or experience.

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.

3. 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 Management & Leadership Sections

| Week | Topic | Dates (Thursday) |
|-------------|---|-----------------------------------|
| 1 | Course Introduction, Goals, Organizations: Overview, Changing Environment | 1/27 |
| 2 | Individuals: Differences, Values, Bias, Perceptions, and Reactions | 2/3 |
| 3 | Motivation: Behavior, Work and Rewards | 2/10 |
| 4 | Team Launch and Assessing Organizations-the Congruence Model | 2/17 |
| 5 | Groups and Teams Everest Simulation Climb | 2/24 |
| 6 | Groups and Teams Everest Simulation Debrief | 3/3 |
| 7 | Decision Making, Problem Solving, and Communication | 3/10 Spring break 3/14-3/20 |

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|---|---|------|
| 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 Tuesday, May 10, 2022, at Noon Exam Due Wednesday, May 18, 2022, at, or before, 11:55 pm (eastern standard time) | | |

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. |

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| 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 and Leadership is a required core course for all Wagner students. While pre-COVID the course met for 165 minutes, the course now meets for just 100 minutes. Therefore, you will be expected to complete about 60 minutes of pre-work before each class individually or in some instances with classmates before our class meets.

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 minutes) Case Study Discussion-Think/Pair/Share (20-30 minutes)

Lecture, Discussion, In Class Activity/Exercise (50-60 minutes)

Concluding Thoughts/ Preview of Assignments for Next Class (5 minutes)

Detailed Course Overview

| Week | Dates | Topic | Textbook Reading, and Articles | Individual Assessment (s) | Case Study, Memos and Assignments (T)=Team | Video Clip | Simulation/ Exercises |
|------|-------|--|---|---------------------------|---|--|-----------------------|
| 1 | 1/27 | Course Introduction Organizations: Overview, Changing Environment | 1. Skim Chapters 1 and 2 2. Management Is (Still) Not Leadership | | Please find your name, on this sheet and answer introduction questions before noon on the first day of class. before noon on the | Watch Lollipop Leaders hip Video | |

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| | | | | | first day of class. Sharing your story, including your professional and personal interests and your reasons for attending Wagner. | | |
| 2 | 2/3 | Individuals: Differences, Values, Perceptions, and Reactions | 1. Read Chapters 3 and 4 | 1. Myers Briggs Type Indicators Strengths 2. Cultural Diversity Mindset | Case Study Memo: <i>Fostering Success</i> | StrengthsBased Leaders hip Video | Management vs Leadership Discussion Small Groups |
| 3 | 2/10 | Motivating Behavior, Work and Rewards | 1. Read Chapters 5 and 6 2. Article, Motivating People | | Case Study Memo: <i>Job Crafting Burt's Bees</i> | Truth About What Motivates Us Video | Small group: Purpose Activity |
| 4 | 2/17 | 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 | | |

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| 5 | 2/24 | Groups and Teams, Everest Simulation Climb | READ ABOUT YOUR EVEREST ROLE AND HOW TO PLAY The future of team leadership is multimodal | | | How to turn a group of strangers into a team | Climb Mount Everest During Class Session |
| 6 | 3/3 | Groups and Teams, Everest Simulation Debrief | 1. Article, The Leadership Lessons of Mount Everest 2. Article, Lessons from Everest | | (T) Team Case Study Memo and Climb Reflection: <i>Mount Everest-1996</i> | | |
| 7 | 3/10 Spring break | Decision Making, and | 1. Skim Chapters 8 and 9 | | | | Adaptive Leadership Exercise |
| | 3/14-3/20 | Problem Solving | | | | | |
| 8 | 3/24 | Conflict and Negotiating | 1. Chapter 10 2. Article, 10 Negotiation Tips 3. Article, <i>Confronting Lies & Deception</i> | How do you behave during conflict? Thomas Kilmann Conflict Assessment | Case Study Memo: <i>Negotiating from the Margins</i> | Negotiating-Getting What You Want Video | Negotiation Exercises |
| 9 | 3/31 | Leadership: Traditional, Contemporary Views | 1. Chapters 11 and 12 | Narcissism Questionnaire | | 10 Leadership Theories Video | |

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| 10 | 4/7 | Power, Influence, and Politics | 1. Chapter 13 2. Article, Practical Guide to Social Networks | Your Understanding of Politics and Power | Case Study Memo: <i>Google LLC</i> | Social Identity TED Talk | Leveling Networks |
| 11 | 4/14 | Structure and Design | 1. Chapter 14 | | Case Study Memo: <i>Wildfire Entertainment</i> | | |
| 12 | 4/21 | Organizational Culture | 1. Chapter 15 2. Schein <i>Articles on Culture</i> | Cultural Mindset | | | |
| 13 | 4/28 | Change and Change Management | 1. Chapter 16 | Your Orientation Toward Change How creative are you? | | | Immunity to Change Activity |
| 14 | 5/5 | Team Presentations | | | | | |

Brightspace

All announcements, resources, and assignments will be delivered through the Brightspace 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 (Brightspace, 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 Brightspace site and are for students enrolled in the applicable course section 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 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) 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.

Optional Readings

| Management & Leadership | |
|------------------------------------|---|
| 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 | <p>Gallo, A. (July 26, 2012). Why aren't you delegating? <i>HBR</i></p> <p>The science of success podcast. (2017). Evidence reveals the most important skill of the 21st century (self-awareness) with Dr. Tasha Eurich.</p> <p>https://www.successpodcast.com/show-notes/2017/12/20/evidence-reveals-the-most-important-skill-of-the-21st-century-with-dr-tasha-eurich?fbclid=IwAR2gkU2O_wiDK3RqyxJpFTozapJGKQO2e1CLPhU0pXuSRcyHtx5-rOnVWWE</p> |
| Increasing equity | <ul style="list-style-type: none"> ● Kaplan, S. (2020). Why the 'business case' for diversity isn't working. Fast Company: https://www.fastcompany.com/90462867/why-the-business-case-for-diversity-isnt-working ● Druhan, C. (2020). Moving beyond the business case for queer and trans inclusion. IN Magazine: http://inmagazine.ca/2019/07/moving-beyond-the-business-case-for-queer-and-trans-inclusion/ ● Morgan Roberts, L. & Mayo, T. (2019). Toward a racially just workplace. (Part of a 5-part series on "Advancing Black Leaders"). <i>HBR</i> ● Livingston, R. (2020). How to promote racial equity in the workplace. <i>Harvard Business Review</i>, 98(5), 64-72. ● Pedulla, D. (May 12, 2020). Diversity and inclusion efforts that really work. <i>Harvard Business Review</i>. |
| Diversity | <ul style="list-style-type: none"> ● Pisano, G. P. (2017). Neurodiversity as a Competitive Advantage. <i>HBR</i> ● Creary, S. website: https://www.stephaniecreary.com/ ● Ely, R. J., & 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.) ● Mannix, E. & 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. |
| Crisis | <ul style="list-style-type: none"> ● Thriving in trying times. Center for positive organizations. https://positiveorgs.bus.umich.edu/thriving-in-trying-times/strengths/ |

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| Reducing sexual harassment | <ul style="list-style-type: none"> ● Dobbin, F. & Kalev, A. (2020). Why sexual harassment programs backfire. <i>Harvard Business Review</i> 98 (3), p44-52. |
| Providing feedback | <ul style="list-style-type: none"> ● Mavis and company: https://us19.campaign-archive.com/?u=f881146700e09f49303435ca1&id=223313bf33&e=bf6ccaa305 |
| Negotiation | <ul style="list-style-type: none"> ● Gallo, A. (March 17, 2016). How to disagree with someone more powerful than you. <i>HBR</i>. |
| Voice implementation | <ul style="list-style-type: none"> ● Satterstrom, P., Kerrissey, M., & DiBenigno, J. (2020). The Voice Cultivation Process: How Team Members Can Help Upward Voice Live on to Implementation. <i>Administrative Science Quarterly</i>, 0001839220962795. |
| Helping | <ul style="list-style-type: none"> ● Fisher, C. M., Amabile, T. M., & Pillemer, J. (2021). How to help (without micromanaging). <i>Harvard Business Review</i> |
| Motivation | <ul style="list-style-type: none"> ● The surprising truth about what motivates us: https://www.youtube.com/watch?v=u6XAPnuFjJc&feature=youtu.be |
| Meetings | <ul style="list-style-type: none"> ● Whetten, D. A., & 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) |

Virtual work

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| Virtual mgmt | <ul style="list-style-type: none"> ● Davey, L. (2017). How to resolve conflicts with a remote coworker. <i>HBR: Giving Feedback</i>. ● Nawaz, S. (2020). How managers can support remote employees. <i>HBR: Communication</i>. ● Carucci, R. (2020). How to manage an employee who's struggling to perform remotely. <i>HBR: Managing People</i>. ● Larson, B.L., Vroman, S.R., & Makarius, E. E. (March 18, 2020). A guide to managing your (newly) remote workers. <i>HBR: Leading Teams</i> |
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| Videos about teams | <ul style="list-style-type: none"> ● Professor Leigh Thompson: https://www.kellogg.northwestern.edu/news_articles/2014/12202014-teamwork-101.aspx ● How to build trust on your virtual team: https://www.youtube.com/watch?v=UYqKaRSW1CI |
| Books about teams | <ul style="list-style-type: none"> ● Hackman, J. R., & Hackman, R. J. (2002). <i>Leading teams: Setting the stage for great performances</i>. Harvard Business Press. ● Wageman, R., Nunes, D. A., Burruss, J. A., & Hackman, J. R. (2008). <i>Senior leadership teams: What it takes to make them great</i>. Harvard Business Review Press. ● Hackman, J. R. (2011). <i>Collaborative intelligence: Using teams to solve hard problems</i>. Berrett-Koehler Publishers. ● Thompson, L. L., & Thompson, M. (2008). <i>Making the team: A guide for managers</i>. Pearson, 6th Ed. ● She has many popular press articles: http://leighthompson.com/thougharticles.pdf |
| Podcasts about teams | <ul style="list-style-type: none"> ● TED Business sometimes includes teams ● Teams in primary care with Ann O'Malley and Patricia Satterstrom: https://www.iheart.com/podcast/256-ros-review-of-systems-31127140/episode/ros-reprise-teams-in-primary-41518516/ |

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