



NYU

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

CORE-GP 1020

**Management and Leadership (M&L) Compressed
Spring 2022**

Instructor Information

Professor Patricia Satterstrom

Email: patricia.satterstrom@nyu.edu

Office hours: Tuesdays 12:00 pm – 1:00 pm, schedule via [Calendly](https://calendly.com/d/ck6-w46-77y/prof-satterstrom-spring-office-hours) (<https://calendly.com/d/ck6-w46-77y/prof-satterstrom-spring-office-hours>) and join via [Zoom](https://nyu.zoom.us/j/93987088579) (<https://nyu.zoom.us/j/93987088579>)

Course Information

Section 005

Information

Time: January 29 and February 4, 5, 12, 26, 4, 5 from 10:00 am to 5:00 pm

Location: Varies by day – please check syllabus or Albert

Course Assistant: **Julia Busto (jb7606@nyu.edu)**

CA office hours: Fridays 1:00pm – 2:00pm via [Zoom](https://nyu.zoom.us/j/8483127913) (<https://nyu.zoom.us/j/8483127913>), schedule via <https://calendly.com/jb7606/julia-busto-m-l-office-hours?month=2021-09>

Wagner Writing Center <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center#>

Ask a librarian: <https://library.nyu.edu/ask/>

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 have an impact by leading and managing. 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 Material

1. [Brightspace](https://brightspace.nyu.edu/d21/le/lessons/154779/units/6175044) (<https://brightspace.nyu.edu/d21/le/lessons/154779/units/6175044>): You will find the course syllabus, assignments, exercises, links to readings through the NYU library, surveys, and slides here.

2. Material that needs to be purchased (\$72.25). **Note:** You must purchase the Harvard simulation course pack by the first day of class:
 - a. Lee Coker case from INSEAD for (\$4.35): <https://www.thecasecentre.org/> (will confirm course pack early next week)
 - b. Harvard reading course pack with six required readings (\$32.90): <https://hbsp.harvard.edu/import/907333>
 - c. Harvard simulation course pack (\$15): <https://hbsp.harvard.edu/import/907335>
 - d. CliftonStrengths for Students Top 5 (\$20): <https://www.strengthsquest.com/243749/choose-right-solution.aspx#ite-305129> if you register with your student email.
3. To keep costs down, I am providing you with all the articles and exercises that copyright allows me to post in NYU Brightspace. Most Harvard Business Review articles are in the [NYU library](#) (<http://proxy.library.nyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&jid=KBS9&site=ehost-live>). If this link does not work, you can:
 - a. Go to <https://library.nyu.edu>, search for: Harvard Business Review.
 - b. Click the first result in BobCat, then on the next page select the second option with articles *after* 1922.
 - c. Select "EBSCOhost Business Source Complete: Available from 1922."
 - d. Click "Search within this publication," then enter the article title and change the search box to search the "Title" of documents.
 - e. The first result should have the full text and PDF of the desired article.
4. Some class announcements will be distributed via e-mail. Thus, it is important that you actively use your NYU e-mail account, or have appropriate forwarding set up on [NYU Home](#) (<https://home.nyu.edu/>).
5. **Note:** Given the unexpected nature of this pandemic, if we have to go virtual again, there are a couple virtual simulations that you will need to purchase, but I will negotiate to keep this price low.

*If cost of materials is a concern, please let me know, and I will work to get you the material.

Learning Objectives and Skill Development

The course combines conceptual and experiential approaches and is divided into four modules: 1) Teams and teamwork, 2) Interpersonal dynamics, 3) Designing and aligning organizations, and 4) Leading change.

Readings will introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies, exercises, and class discussions provide opportunities to apply theories, concepts, and research findings to particular situations to hone your managerial and leadership skills. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

There are three learning objectives that cut across each Lesson:

1. Analytical Thinking and its supporting skillset is as follows:
 - a. Identify, analyze, and address underlying problems and opportunities

- b. Recognize, analyze, and manage complex relationships
- c. Reframe the way you approach people and situations
- 2. Leveraging diversity and its supporting skillset is as follows:
 - a. Identify, understand, and use different types of diversity
 - b. Explore how to create, participate in, and coach diverse teams
 - c. Develop skills to address the challenges and opportunities of diversity
- 3. Communication and its supporting skillset is as follows:
 - a. Recognize the importance of clear communication with stakeholders
 - b. Prepare effective, clear, organized written reports and presentations
 - c. Conduct effective meetings and facilitate group/team discussions

Assessment and Grading Policy

Due Date	Graded	Tasks (location)
Wednesday January 26 th , 9:00pm	Participation	CliftonStrength (purchase)
Wednesday January 26 th , 9:00pm	Participation	Intro survey (Qualtrics)
Wednesday February 2 nd , 9:00pm	Participation	Everest team simulation + Report out
Wednesday February 2 nd , 9:00pm	Participation	Kidney case survey part 1 (Brightspace)
Wednesday February 9 th , 9:00pm	Graded	Network (Individual Assignment)
Wednesday February 9 th , 9:00pm	Graded	Satera Memo (Group assignment)
Wednesday February 16 th , 9:00pm	Feedback only	Gap and root causes write up (Group assignment)
Wednesday February 23 rd , 9:00pm	Graded	Carolina for Kibera Memo (Individual assignment)
Saturday February 26 th in class	Feedback only	Congruence model presentation in class
Wednesday March 2 nd , 9:00pm	Participation	Job crafting reflection (Discussion)
Wednesday March 2 nd , 9:00pm	Participation	Thomas-Kilmann conflict survey (Brightspace)
Saturday, March 5 th , before class	Graded	Reflected Best Selves (Individual Assignment)
Sunday, March 6 th , 9:00pm	Graded	Congruence model memo (Group assignment)
Sunday, March 13 th , 9:00pm	Graded	Final exam

Individual assessment (75%)

- 25% Participation
- 30% Individual writing assignments
- 20% Final exam

Team assessment (25%)

- 10% One analytical memo
- 15% Congruence model analysis

Participation

Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions, and trying to understand the reasoning that

underlies our colleagues' behavior. The only way to conduct a sharp case analysis and contribute insightful comments is to read the cases and articles carefully and complete the exercises, reflecting on how they inform situations you have experienced.

We calculate your participation grade by 1) tracking comments throughout the semester and rating them for quality—you don't need to participate all the time, but you need to participate sometimes, 2) rating the quality of your contribution to the class online Discussion on Brightspace, and 3) calculating attendance and survey / exercise submissions. If you will be absent or delayed, please email the teaching colleague.

Network writing assignment due Wednesday February 9th, 9:00pm

This one-page writing exercise is meant to allow you to consider the network information and network analysis you just engaged in. Please consult slides for assignment description. (One-page, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Brightspace under Assignments.)

Reflected best selves writing assignment due Saturday, March 5th, 9:00pm

This two-page writing exercise is meant to allow you to consider the stories you collected and analyzed, reflect on the lessons you are taking away from the course, and make concrete plans for how you will use this knowledge. Please consult slides for a more in-depth assignment description of this assignment. (Two-pages or less, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Brightspace under Assignments.)

Final exam will be emailed March 7th at 9am and due Sunday, March 13 at 9 pm

The final exam will cover topics from the lecture, readings, course discussions, and your teamwork. If you come to class, do all the readings, engage in class discussions, and reflect on the material we covered, you will be well prepared. The final exam will be take-home.

Class Teams

You will be assigned a team to work together on one memo and the congruence model assignment. You can also discuss and debate the case analysis and recommendations before the class discussion. You are expected to do all the readings and consider the case questions before class.

Analytical memos

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 memos:

- **Team memo:** 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.
- **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, 1-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 NYU Brightspace under Assignments.
- **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.

Memo 1 – Group Assignment (Satera):

Please submit your memo by **Wednesday February 9th, 9:00pm**. Remember to submit one copy per team.

- Case: Amabile, T. M. & Schatzel, E. A. (2003). The Satera team at Imatron Systems, Inc. (A). Harvard Business School Case 9-803-141.
- Target: You are a consultant hired by Rick Levinger to assess the situation and provide guidance to Gary Pinto. Please address your memo to Levinger.

After submitting this memo, please complete the individual and team assessments that will be emailed to you. Your answers are meant to help your team improve and will not be counted towards your grade.

Memo 2 - Individual Assignment (Carolina for Kibera)

Please submit your memo by **Wednesday February 23rd, 9:00pm**. Remember to submit one copy per team.

- Case: McGinn, K. L., Kutchma, B., & Hammer, C. B. (2012). Carolina for Kibera. *Harvard Business School Case 9-913-701*. (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.

Congruence model analysis – Group Assignment

You will discuss and select one team member's case—either a performance gap or an opportunity gap that s/he 1) observed or experienced, has some authority/ownership over, and has enough information to conduct a root cause analysis, 2) is interesting and motivating for the

team to tackle, 3) is measurable, 4) could impact the team member and his/her organization, and 5) has a clear timeline. The organization/people can be anonymized. The final assignment will be graded; however, the initial write-up assignment and presentation are meant to help guide and support you.

Gap and root causes. Please submit your 1-paragraph write-up by **Wednesday, February 16th at 9:00pm.**

- Succinctly state the gap that you will address. Explain why you know it is a gap. Explain why this is the most important gap to address.
- State the root causes and explain why you think they are the root causes.

Feedback. Each team will present their work-in-progress in class on **Saturday, February 26th.**

Each team will have ten minutes to present their congruence model case followed by five minutes of feedback from the class and instructors.

- Pretend we are the person in the organization you are writing to.
- We will be looking for 1) Content—does the gap, root cause(s), congruence model, and action plan make sense? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness—Are your arguments convincing? You will be able to incorporate feedback into your final memo.

Congruence model memo. Please submit by **Sunday, March 6th at 9:00pm.**

Target: Address an appropriate target in the organization and make it compelling/persuasive.

- State a succinct and compelling gap statement.
- Provide just enough (one paragraph) context, history, and organizational description for us to understand the case.
- State the root causes, why they are important, and how you came to focus on these (instead of something else). You will need to have used the Congruence Model to get to this point.
- Propose an action plan. Explain how your specific suggestions address the gap and root causes, why these are the best steps (why not do something else?), and how would these be carried out.
- The memo should be no longer than three pages (not including the cover page), single-spaced, 1-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 NYU Brightspace under Assignments.
- We will use the same grading point allocation that we used for the previous two memos.

After submitting this assignment, please complete the individual and team assessments.

Henry and Lucy Moses Center for Students with Disabilities at NYU

I want everyone to do their best work in this course and reach their goals. If you need a formal accommodation, please visit the [Moses Center for Students with Disabilities \(CSD\) website](#), call

212-998-4980, or email mosescsd@nyu.edu for information. If do not need a formal accommodation but have learning needs I should know about, please let me know.

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.

Statement of Academic Integrity

All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If you are unsure about what is expected and how to abide by the academic code, you should consult with me.

Please complete by Wednesday January 26th, 9:00pm

Assignment	Description
Survey 1:	CliftonStrengths for Students Top 5 (\$20 if you register with your student email): https://www.strengthsquest.com/243749/choose-right-solution.aspx#ite-305129 :
Survey 2:	Introductory online survey: https://nyu.qualtrics.com/jfe/form/SV_bKJEIPgdR0ND8qi
Case prep:	Gomez-Ibañez, J. A. (1986). Learning by the case method. Case Program, Harvard Kennedy School of Government. NYU Brightspace PDF.

Week 1, Day 1 - Saturday, January 29, 2022
Building: 194 Mercer Street Room: 304

Lesson 1	Introduction to Management and Leadership	Activity in class
Reading:	Gabarro, J. J., & Kotter, J.P. (2005). Managing Your Boss. <i>Harvard Business Review</i> , 83(1). NYU library.	Lesson 1 slides
Case:	Manzoni, J-F. & Barsoux, J-L. (1996) Lee Coker. INSEAD case. Please come to class prepared to discuss: 1. What is the performance gap (the motivating problem) in the Lee Coker case? What caused it? 2. How did Ed and Lee’s assumptions and behaviors contribute to the performance gap? 3. What should Lee do next? 4. What should Ed have done and when should he have done it?	Case pictures
Prepare	Come prepared to introduce yourself: 1) what brought you to NYU, 2) what you hope to learn in M&L, and 3) what career aspirations do you have after graduation? I will ask you to try to identify at least one person whom you might learn something from (e.g., industry experience). You will get participation credit if you meet up (in-person, online, or over the phone) with a classmate and talk about careers and post something you learned in “Career Chats” in the Discussion section.	Find career buddies

Lesson 2	Building High Performing Teams	Activity in class
Reading 1:	Haas, M., & Mortensen, M. (2016). The secrets of great teamwork. <i>Harvard Business Review</i> , 94(6), 70-76. NYU library.	Lesson 2 slides
Reading 2:	Leonard, D., & Straus, S. (1997). Putting your company's whole brain to work. <i>Harvard Business Review</i> , 75(4), 110-122. NYU library.	
Review:	Review your CliftonStrength results. You are encouraged to set up an advising appointment with OCS to discuss the results of your Clifton Strengths assessment.	
Watch and take notes:	Watch this 12 minute video about how to run an effective meeting and think about how you would adapt this to your organization: https://www.youtube.com/watch?v=jtzXHre536M	
Simulation prep:	Before class, you will be assigned a role for the simulation. Please log in via Harvard Business Publishing (in the Harvard simulation course pack), review your information, conduct this system check (http://forio.com/hbp-support/#check/simulations/ob).	Everest intro

Wrapping up Day 1 and preparing for Day 2

Learning Objective for Lesson 1

Lesson 1 Lead and manage individuals, teams, and organizations

- a. Understand your strengths and weaknesses as a leader, manager, and employee
- b. Examine your own behavior and beliefs about leadership and managerial behavior, and contrast, debate, and integrate these ideas with the theories and observations of others
- c. Develop a self-improvement plan

Learning Objective for Lesson 2

Lesson 2 Build teams effectively

- a. Learn when having teams is beneficial and when it is not
- b. Thinking through who should be on the team and why
- c. Identify the impact of different types of diversity on teams
- d. Understand the components for launching an effective team

Assignment	Due Wednesday, February 2 nd at 9:00 pm
Team launch	Finish your team launch if you run out of time in class.
Everest Simulation	Complete the Everest simulation (hold 2 hours for a meeting with your simulation team outside of class). Individually - briefly report out on your Everest experience in the Discussion section.
Kidney Survey	Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Kellogg DRRC. Read the role information in the Brightspace PDF and fill out this survey : https://nyu.qualtrics.com/jfe/form/SV_6gU8YnpeaEZbWC2 .

Assignment	Longer Term
Satera Memo	Start working with your groups on the analytical group memo – due Wed. Feb 9 th .

Note: If we run out of time and do not get to your comment or if you need more time to think through a response, please feel free to post to “Discussions” for that Lesson. I read through them, and your participation there will count toward your overall participation grade

Week 2, Day 2 - Friday, February 4, 2022
Bobst Library, Room LL150

Lesson 3	Team processes and effectiveness	Activity in class
Reading 1:	Detert, J.R. & Burris, E.R. (2016). Can your employees really speak freely? <i>Harvard Business Review</i> , 94(1), 80-87. NYU library.	Lesson 3 slides
Reading 2:	Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997). How management teams can have a good fight. <i>Harvard Business Review</i> , 75(4), 77-85. NYU library.	Everest debrief
Reading 3 (skim for content):	Roberto, M. A., (2002). Lessons from Everest: The interaction of cognitive bias, psychological safety, and system complexity. <i>California Management Review</i> . 45(1):136-158. NYU Brightspace PDF.	

Lesson 4	Power & Influence	Activity in class
Reading / Listening:	Long Lingo, E. & McGinn, K.L. (July-August 2020). A new prescription for power. <i>Harvard Business Review</i> , 98(4) 66-75. (Google article for audio option.) NYU library.	Lesson 4 slides
Exercise:	Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Brightspace PDF. Read the role information and complete survey (https://nyu.qualtrics.com/jfe/form/SV_6gU8YnpeaEZbWC2) by Wednesday February 2nd, 9:00pm.	Role play
Video:	Cialdini, R. B. The Science of Persuasion: https://www.youtube.com/watch?v=kv0sOX6Alrk Take notes about how you would convince the Transplant Review Board to give your candidate the kidney.	
Optional video:	Heimans, J. (2014). What new power looks like. TED: https://www.ted.com/talks/jeremy_heimans_what_new_power_looks_like?language=se	

Wrapping up Day 2 and prepping for day 3

Learning Objectives for Lesson 3

Lesson 3	Building and coaching teams; teamwork
a.	Manage team/group processes, relationships, and responsibilities
b.	Understand how teams can make decisions more effectively
c.	Use frameworks for evaluating team effectiveness
d.	Understand the basics of teaming

Learning Objective for Lesson 4

Lesson 4	Using your power for good
a.	Identify and learn to use your sources of power
b.	Map the power structure in your team, organization, and/or coalition
c.	Learn about influence in written and verbal communication

Assignments

Assignment	Longer Term
Satera Memo	Continue working with your groups on the analytical group memo – due Wed. Feb 9 th .
Reflected Best Selves	Start thinking about contacting people for your reflected best selves assignment due Wed. March 5 th at 9pm.

Week 2, Day 3 - Saturday, February 5, 2022
Building: 194 Mercer Street - Room: 304

Lesson 5	Decision making	Activity in class
Reading 1:	Bazerman, M. H., Gino, F., & Shonk. K. (2016). Organizational behavior reading: Decision making. <i>Harvard Business Publishing Education</i> . In the course pack.	Lesson 5 slides
Reading 2: (skim for content)	Zhang, T., Gino, F., & Bazerman, M. H. (2014). Morality rebooted: Exploring simple fixes to our moral bugs. <i>Research in Organizational Behavior</i> , 34, 63-79. PDF	
Reading 3:	Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Kellogg DRRC. Read the role information again. We are no longer thinking about how you influence the kidney board. Now we are thinking about you as the kidney board – what process and criteria would you use to select who gets a kidney?	Exercise

Lesson 6	DEI and Networks	Activity in class
Reading 1:	Thomas-Brietfeld, S. (2017). How to think differently about diversity in nonprofit leadership: Get comfortable with discomfort. <i>Nonprofit Quarterly</i> . Available online: https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/	Lesson 6 slides
Reading 2:	Creary, S. (2021). Evidence-based tips, strategies, and takeaways	
Case:	Hoffman, A. (2017). How Do We Get There? EDF Manages a New Diversity Plan. William Davidson Institute (WDI) at the University of Michigan. In course pack.	Case discussion

Wrapping up Day 3 and prepping for Day 4

Learning Objectives for Lesson 5

Lesson 5 How to make effective and moral decision

- a. Basics of systematic and unconscious biases
- b. Improve your decision-making skills
- c. Consider the role of ethics and how it is different from good intentions
- d. Apply all of the above to demographic differences (e.g., race, gender, sexual orientation, nationality, religion, political orientation, etc.)

Learning Objectives for Lesson 6

Lesson 6 How to apply best practices for inclusion

- a. Understand research on inclusion practices in organizations
- b. Frameworks for understanding and reducing bias in hiring
- c. How to build a developmental network

Assignment	Assignment due Wednesday February 9th 9:00pm
Satera Memo - Group assignment	Submit one memo per team.
Network assignment:	Read the "Building a developmental network" guide and use this workbook to complete this exercise. On the last page of the guide and workbook are instructions for your 1-page "reflection and action" response. Please post this in Assignments.

Assignment	Longer Term
Congruence model analysis – Group Assignment	Start thinking about cases you can analyze. Final paragraph with gap, root causes, and recommendation due February 16 th .
Reflected Best Selves	Continue working on reflected best selves assignment

Week 3, Day 4 - Saturday, February 12, 2022
Building: 194 Mercer Street - Room: 304

Lesson 7	Strategy	Activity in class
Reading 1:	Phills, J. A. (2005). Introduction: The Role of Mission and Strategy in Enhancing the Performance of Nonprofit Organizations, & Mission: The Psychological and Emotional Logic. In <i>Integrating Mission and Strategy for Nonprofit Organizations</i> , pp. 3-47. New York, NY: Oxford University Press. NYU library.	Lesson 7 slides
Case:	Nelson, B.J. & Hummer, A. (2004). Mission expansion: The origins of the YWCA’s anti-racism campaign. In Nelson, B. <i>Leadership and Diversity: A Case Book</i> . UCLA. NYU Brightspace PDF . Please come to class prepared to discuss: 1. By 1970, in what ways was the YWCA and its work aligned and misaligned with its mission? 2. What were the goals behind the One Imperative? 3. Explain the approach used by members of the Conference of Black Women to reach these goals. How did the structure of the YWCA help and hurt this effort?	Case discussion

Lesson 8	Alignment & Structure	Activity in class
Reading 1:	The congruence model: A roadmap for understanding organizational performance. Mercer Delta. NYU Brightspace PDF .	Lesson 8 slides
Reading 2:	Bright, D. S. & Cortes, A. H. (2019). External and internal organizational environments and corporate culture. In <i>Principles of Management</i> chapter 4 (4.1 – 4.4): https://openstax.org/books/principles-management/pages/4-3-organizational-designs-and-structures	
Case:	Galunic, C. & Tierney, W. D. (2015). Wildfire entertainment: Organizational Structure Archetypes. INSEAD. In the course pack. Please come to class prepared to discuss: 1. Describe the context Wildfire faced in the early days of its development. 2. What are the pros and cons of the three main organizational archetypes that Wildfire used: functional, matrix/hybrid, and divisional?	Case discussion

Wrapping up Day 4 and prepping for Day 5

Learning Objective for Lesson 7

Today **Problem solving & Strategy**

- a. Identify, analyze, and on underlying issues
- b. Analyze and assess environmental context
- c. Understand and work within formal and informal structures
- d. Make tradeoffs about organizational designs

Learning Objective for Lesson 8

Today **Alignment & Structure**

- a. Analyze and understand the role of mission, vision, values, and goals
- b. Learn the key features of an organization's strategy
- c. Understand how strategies need to be monitored and adapted

Assignment	
Final memo part 1:	Please submit your 1-paragraph write-up in Assignments by Wed. February 16th at 9pm. <ul style="list-style-type: none">▪ Succinctly state the gap that you will address. Explain why you know it is a gap. Explain why this is the most important gap to address.▪ State the root causes and explain why you think they are the root causes.
Carolina for Kibera Memo (Individual assignment)	Carolina for Kibera case available through NYU's HBS case study collection (note: you cannot save or print the document, it's a free digital version). Due Wednesday, February 23rd at 9:00 pm

Week 4, Day 5 - Saturday, February 26, 2022
Building: 194 Mercer Street - Room: 304

Lesson 9	Motivation	Activity in class
Reading 1:	Black, J. S. & Bright, D. S. (2019). Motivation. In <i>Organizational Behavior</i> , chapter 7 (7.1 – 7.4): https://openstax.org/books/organizational-behavior/pages/7-introduction	Lesson 9 slides
Reading 2:	Pfeffer, J. (2005). Putting People First: How Nonprofits that Value their Employees Reap the Benefits in Service Quality, Morale, and Funding. <i>Stanford Social Innovation Review</i> , 3(1), 27-33. NYU Brightspace PDF .	
Case:	Dutton, J. (2009). Job Crafting at Burt’s Bees. Center for Positive Organizations. In course pack. Please come to class prepared to discuss: 1. Why do employees job craft? 2. How would you summarize the way each person crafted his or her job? What does this tell you about the options that people have in crafting their jobs? 3. In what ways is job crafting beneficial for the four employees described in the case? 4. In general, what are the potential benefits and costs of job crafting?	Case discussion and job crafting exercise

Team Presentations

Congruence model presentation. Each team will have 10 minutes to present their congruence model case followed by 4 minutes of Q&A. You are presenting to your target (i.e., the person in the organization you are writing to). You will be graded on: 1) Content—does the gap, root cause(s), congruence model, and action plan make sense? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness—Are you convincing and memorable?

Audience. As an audience member, you will be given a sheet to fill out for each presentation. You are expected to listen carefully, ask clarifying questions after the presentation, and provide specific, useful, and reasonable advice to the presenter. Think about the advice you would want to receive and think about what would be of most value to the presenter.

Wrapping up Day 5 and prepping for Day 6

Learning Objective for Lesson 9

Lesson 9 Motivation

- a. Recognizing individual and contextual differences in motivation
- b. Learning to approach motivation holistically
- c. Better understand the types and effects of individual and team goals

Assignment	Assignments Due Wednesday March 2 nd
Job crafting	Finish your job crafting exercise and post a short reflection on your take-away from this exercise in Brightspace Discussion before the next class.
Thomas Kilman Conflict assessment	Complete before the start of class. PDF in NYU Brightspace .

Assignment	Longer Term
Reflected Best Selves	Gather your messages for your reflected best selves assignment due March 5 th .

Week 5, Day 6 - Friday, March 4, 2022
Bobst Library, Room LL150

Lesson 11	Negotiation	Activity in class
Exercise:	Thomas Kilman Conflict assessment. Complete before the start of class. PDF in NYU Brightspace	Lesson 10 slides
Reading:	Bazerman, M. H., Gino, F., & Shonk. K. (2017). Organizational behavior reading: Negotiation. Harvard Business Publishing Education. In the course pack.	
Optional video:	Neale, M. (2013). Negotiation: Getting what you want. https://www.youtube.com/watch?v=MXFpOWDAhvM	

Lesson 12	Organizational culture	Activity in class
Reading 1:	Schein E. H. (2010). Organizational culture and leadership defined (pp1-5). The three levels of culture (Ch2, pp. 23-33). <i>Organizational culture and leadership: A Dynamic View</i> . 4 th Ed. San Francisco: Jossey-Bass Inc. NYU Brightspace PDF .	Lesson 11 slides
Reading 2:	Barsade, S., & O’Neill, O. A. (2016). Manage your emotional culture. <i>Harvard Business Review</i> , 94(1), 58-66. NYU library.	
Reflection:	Please come to class prepared to discuss: 1. Reflect on your organization’s culture. 2. What are the artifacts, values, and assumptions that define your organization’s culture? 3. How would you describe the emotional culture of your organization?	
Optional reading:	Thomas, D. A., & Ely, R. J. (1996). Making differences matter. <i>Harvard Business Review</i> , 74(5), 79-90. NYU library.	

Wrapping up Day 6 and prepping for Day 7

Learning Objective for Lesson 11

Lesson 11	How to create value
a.	Understand the basics of negotiation
b.	Learn how to create value for yourself and others
c.	Gain comfort and confidence in approaching and engaging in a negotiation

Learning Objective for Lesson 12

Learning Objective

Lesson 12	Problem solving & Strategy
a.	Identify, analyze, and use organizational culture
b.	Understand the impact of organizational culture on an organization's ability to benefit from diversity

Assignment	Assignments Due
Reflected Best Selves	Reflected best selves assignment due March 5 th .
Final Memo	Final memo due March 6 th .

Week 5, Day 7 - Saturday, March 5, 2022
Building: 194 Mercer Street - Room: 304

Lesson 13	Leading change	Activity in class
Reading 1:	Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. <i>Harvard Business Review</i> , January, pp. 96-103. NYU library	Lesson 13 slides
Reading 2:	Ganz, Marshall. 2010. Leading Change. In Nohria & Khurana (ed.) <i>Handbook of Leadership Theory and Practice</i> . Harvard Business Press. (Skim for content). NYU Brightspace PDF.	In-class exercise
Watch and take notes:	Watch this 7 minute video about story boarding: (https://www.youtube.com/watch?v=eSGkeXsaXSY)	

Lesson 14	Leadership	Activity in class
Reading 1:	Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2013). Leadership in public service (excerpt). NYU Brightspace PDF.	Lesson 14 slides
Reading 2:	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. NYU library	
Exercise 1:	Reflected Best Self exercise write up – post in Assignments before the start of class	Discussion

Final exam review: Please bring questions, including sample questions, for us to discuss and work through in class.

Final exam will be emailed on March 7th at 9am and will be due on March 13th at 9pm.

Wrapping up Day 7

Learning Objective for Lesson 13

Lesson 13 Creating change within or across organizations, communities, policy areas

- a. Understand the basic elements of using your story to create change
- b. Understanding how to convey information convincingly and succinctly
- c. Learning to read and respond to the external environment, especially to customers.
- d. Understanding the individual, team, organizational, and leadership components of leading change.

Learning Objective for Lesson 14

Lesson 14 Leadership

- a. Building self-awareness
- b. Building tools to increase performance during crisis
- c. Practicing creating and communicating a personal leadership vision
- d. Understanding principles of leadership, particularly in the public and non-profit sectors

Assignment	Team memo due
Final memo:	Please submit in Assignments by March 6th, 2022 at 9pm.

Additional 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.
Leadership	Gallo, A. (July 26, 2012). Why aren't you delegating? <i>HBR</i> The science of success podcast. (2017). Evidence reveals the most important skill of the 21 st century (self-awareness) with Dr. Tasha Eurich. 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
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/
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	
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>
Virtual meetings	<ul style="list-style-type: none"> • Axtell, P. (2016). What everyone should know about running virtual meetings. <i>HBR</i> • Axtell, P. (2016). When your boss is terrible at leading meetings. <i>HBR</i> • Hale, J., & Grenny, J. (2020). How to get people to actually participate in virtual meetings. <i>HBR</i> • Molinsky, A. (2020) Virtual meetings don't have to be a bore. <i>HBR</i> • Raffoni, M. (2020). 5 questions that (new) virtual leaders should ask themselves. <i>HBR</i>
Teams	
Videos about teams	<ul style="list-style-type: none"> • Professor Leigh Thompson (she and I think similarly / differently about topics): 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=UYqKaRSWICI
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.

	<ul style="list-style-type: none"> • 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/
Virtual teams	<ul style="list-style-type: none"> • Ferrazzi, K. (2014). Getting virtual teams right. <i>Harvard Business Review</i>, 92(12), 120-123. • Bakken, R. (2018). Challenges to managing virtual teams and how to overcome them: https://www.extension.harvard.edu/professional-development/blog/challenges-managing-virtual-teams-and-how-overcome-them • Gardner, H. K. and Matviak, I. (2020). Coronavirus could force teams to work remotely. <i>HBR: Leading Teams</i>. • Greer, L. (2020). Why remote work makes teams (and leaders) better: https://www.entrepreneur.com/article/351142?fbclid=IwAR23T3_S3QZQ4AsAMMIUxM_AvAvqh0S6Eq0p0qOQftUTornMDJx5_uXhcPk
Leading teams	<ul style="list-style-type: none"> • Prof Amy Edmondson’s Ted Talk: How to turn a group of strangers into a team: https://www.ted.com/talks/amy_edmondson_how_to_turn_a_group_of_strangers_into_a_team?language=en • Articles and podcasts compiled: https://hbr.org/topic/leading-teams • Watkins, M. D. (2016). Leading the team you inherit. <i>HBR</i> • Duhigg, C. “What Google learned from its quest to build the perfect team.” <i>The New York Times</i>. February 25, 2016. • Lau, D. C., & Murnighan, J. K. (1998). Demographic diversity in faultlines: The compositional dynamics of organizational groups. <i>Academy of Management Review</i>, 23(2), 325-340.

Optional:	Managing working parents during the pandemic. <i>Harvard Business Review</i> , IdeaCast: https://hbr.org/podcast/2020/11/managing-working-parents-during-the-pandemic	
-----------	--	--

Optional reading:	Mortensen, M. & Hadley, C. N. (May 22, 2020) How to prepare your virtual teams for the long haul. <i>Harvard Business Review</i> , 2-6. NYU library .	
Optional launch documents:	Team Launch Document --we will use this in class. Managing Virtual Teams Executive Brief . CEB HR Leadership Council. O'Leary, M. (2017). High Performing Team Launch Checklist .	Team folders on Google Drive

Optional reading:	Edmondson, A. C. & Daley, G. (Aug 25, 2020). How to Foster Psychological Safety in Virtual Meetings. <i>Harvard Business Review</i> . NYU library .	
-------------------	---	--

Decision making

Optional Reading 1:	Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2018). Decision Making. Chapter 5 in <i>Managing human behavior in public and nonprofit organizations</i> . CQ Press. PDF	
Optional Reading 2 on aversive racism:	Dovidio, J. F., & Gaertner, S. L. (2005). Color blind or just plain blind. <i>The Nonprofit Quarterly</i> , 12(4). Available online: https://nonprofitquarterly.org/2005/06/21/color-blind-or-just-plain-blind-the-pernicious-nature-of-contemporary-racism/	
Optional Exercise 1:	https://implicit.harvard.edu/implicit/	
Optional Exercise 2:	http://ncase.me/polygons/	

DEI and networks

Optional reading 1:	Phillips, K. W. (2014). How diversity works. <i>Scientific American</i> , 311(4), 42-47. Brightspace PDF.	
Optional reading 2:	Nishii, L. H., Khattab, J., Shemla, M., & Paluch, R. M. (2018). A multi-level process model for understanding diversity practice effectiveness. <i>Academy of Management Annals</i> , 12(1), 37-82. NYU Brightspace PDF.	
Optional reading 3:	Chang, E.H., Milkman, K.L., Zarrow, L.J., Brabaw, K., Gromet, D.M., Rebele, R., Massey, C., Duckworth, A.L. and Grant, A., (July 9, 2019). Does Diversity Training Work the Way It’s Supposed To?. <i>Harvard Business Review</i> . NYU library.	
Optional reading 4:	Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. <i>Harvard Business Review</i> , 94(7-8), 52-60. NYU library.	

Negotiation

Optional reading 1:	Castrillon, C. (2020). How to negotiate a job offer during COVID. Forbes: https://www.forbes.com/sites/carolinecastrillon/2020/10/11/how-to-negotiate-a-job-offer-during-covid/?sh=2e0b28e64aa5	
Optional reading 2:	Malhotra, D., & Bazerman, M. H. (2008). Confronting lies and deception. <i>Negotiation genius: How to overcome obstacles and achieve brilliant results at the bargaining table and beyond</i> (pp.196-218). Bantam. NYU Brightspace PDF.	
Optional reading 3:	Hernandez, M., Avery, D. R., Volpone, S. D., & Kaiser, C. R. (2018). Bargaining while Black: The role of race in salary negotiations. <i>Journal of Applied Psychology</i> , 104(4), 581-592. NYU Brightspace PDF.	
Optional reading 4:	Bowles, H. R., Thomason, B. J., & Bear, J. B. (2019). Reconceptualizing What and How Women Negotiate for Career Advancement. <i>Academy of Management Journal</i> , https://doi.org/10.5465/amj.2017.1497 . NYU Brightspace PDF.	

Motivation

Optional reading:	Cherry, K. The psychology of flow. https://www.verywellmind.com/what-is-flow-2794768	
Optional reading:	Business Wire (2011). When Fair Goes Foul: MIT Sloan Researcher Finds That Efforts to Promote Workplace Meritocracy Can Have the Opposite Effect. Available online: http://www.businesswire.com/news/home/20110502006774/en/Fair-Foul-MIT-Sloan-Researcher-Finds-Efforts#.VebJjZcXu77	

Optional reading:	Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2018). Organizational Change. Chapter 12 in <i>Managing human behavior in public and nonprofit organizations</i> . CQ Press. NYU Brightspace PDF ..	
Optional video:	Watch this public speaking for quiet people video : (https://www.youtube.com/watch?v=Egq6IPUMgh4)	

Optional reading:	Lee Cunningham, J., Gino, F., Cable, D., & Staats, B. (2020). Seeing oneself as a valued contributor: social worth affirmation improves team information sharing. <i>Academy of Management Journal</i> , NYU Classes PDF. This article is summarized in this video : https://www.youtube.com/watch?app=desktop&v=jcu_MU7UieQ&feature=youtu.be .	
-------------------	--	--