

**NYU****ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE****CORE-GP 1020****Management and Leadership**

Summer Semester 2022

Instructor Information

Sara Grant, Ph.D.

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- Office Address: Virtual
- Office Hours: By Appointment

Class Information

- Class Meeting/Times: 6:45 p.m. to 8:35 p.m. Tuesday and Thursday evenings
- Class Location: All sessions will be held on-line via Zoom

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

Learning Assessment Table

Learning Objectives	Corresponding Assignment
Analytical thinking and its supporting skillset are as follows: Identify, analyze, and address underlying problems and opportunities Recognize, analyze, and manage complex relationships Reframe the way you approach people and situations	Case Analysis Final Examination
Leveraging diversity and its supporting skillset are as follows: Identify, understand, and use different types of diversity Explore how to create, participate in, and coach diverse teams Develop skills to address the challenges and opportunities of diversity	All Team Assignments Case Analysis
Communication and its supporting skillset are as follows: Recognize the importance of clear communication with stakeholders Prepare effective, clear, organized written reports and presentations Conduct effective meetings and facilitate group/team discussions	Team Course Final Presentation Meetings on Case Analysis

Readings

There is one book for this course, and it is available at the NYU Bookstore.

1. **Strengths Based Leadership** by Tom Rath. Published by Gallup Press. Copyright: 2009. ISBN: 978-1-59562-025-5

Note that this book must be purchased new to get the unique code to take the required assessment.

2. Harvard case studies will be made available via a digital course packet. There is also one simulation for the course also from Harvard.

3. The remaining readings will be available through Brightspace, our learning management site, or through the Bobst Library. Note that Harvard Business Review articles can be accessed via Bobst.

Here is the process:

Go to library.nyu.edu and to **Search Library Resources**

Search for **Harvard Business Review Periodical** and click **Go**

Click on **Harvard Business Review** again and look for **Online Access** and click and then look for **Business Source Complete** and click to access all articles

NYU Learning Management System

You must have access to the class learning management site, Brightspace. Many announcements, class related documents (readings, class handouts, etc.) will be posted there. If you have not activated your NYU net account or have forgotten your password, you can activate or change your password at [NYU Start](http://nyu.edu/nyu-start). Your account must be activated to access Brightspace.

Some class announcements and feedback may also 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](http://home.nyu.edu) at <http://home.nyu.edu>.

You will need Adobe Acrobat Reader in order to view and print some of the materials on NYU Brightspace.

Class Teams

You will self-select into teams by the fourth class, and you will work together the rest of the semester. You will complete four graded team assignments.

Assessment and Grading Policy

Individual assessment (65%)

25% Contribution to discussion and learning/meeting expectations

20% Individual writing assignments

20% Final exam

Team assessment (35%)

20% Two analytical memos

15% Congruence Model analysis and Presentation

Note that a Peer Evaluation component will also be included as part of the team assessment process.

I. Contribution to discussion and learning

Managerial and leadership practices are critical for organizational success, but they are nuanced and need to be applied thoughtfully with an eye to power, culture, and organizational alignment, as well as other organizational variables. Each of us brings different and relevant experiences to the class, so we will be learning from each other, challenging our assumptions, and trying to understand the assumptions of others. During the case discussions and exercises, you will be called on to analyze the situation at hand and share recommendations. The only way to conduct a sharp case analysis and contribute insightful comments is to read the cases and articles carefully, reflecting on how they inform situations you have experienced.

Meeting Expectations

A class like this requires careful attention to fairness and mutual respect for one another. You should attend all classes. Specific course expectations are as follows:

1. Students are expected to attend every class on time and to participate in class discussions.
2. Students are expected to accord the same professional respect to their classmates' contributions as they would to the instructor's.
3. If an absence is unavoidable, let the instructor know.
4. Students are to keep a copy of their assignments in the event of a loss.
5. Late assignments will be accepted but points will be deducted.
6. Students should avoid leaving the session during class time and should use their video when contributing to class discussions and asking questions.

2. Individual Writing Assignments

There will be two individual writing assignments. The first will be on the results of your strengths assessment and the second one will be reflection on what you learned in the course. The first assignment is due on June 18. The second assignment is due on July 11.

3. Final exam

The final exam will cover topics from the readings, course discussions, and your team's work. If you do all the readings, engage in class discussions, and reflect on the material we covered, you will be prepared. The final exam will be take-home. It will be distributed on July 7 and is due on July 16 at noon.

4. Two analytical memos

You will be assigned a team to work together on two memos and the congruence model assignment. The purpose in writing the 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 practice your teamwork skills.

For each of the group memos, please include a cover page with the names of everyone who contributed to the memo and the role they played in the memo writing. 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. Each memo should be 3 pages (not including the cover page), double spaced, 1-inch margins, and 12-point font—this format is required of all written assignments. You can list references or figures, if necessary, on a fourth page. Format, grammar, punctuation, and spelling all matter, as well. Please use paragraph headings. Explain your reasoning clearly, succinctly, and convincingly to your target audience. When you present your recommendations, make sure they are realistic and take the individuals, context, timing, and other variables in the case into account. A strong memo always considers the most compelling alternative explanations or recommendations, as well as criticisms of your ideas, and makes an argument for why your choices are the best option in this situation.

Memo 1:

Submit a Team Case Study memorandum after reading the Mount Everest case study. The case can be found in the Digital Course Packet. Consider the following: You are hired by the government of Nepal to diagnose what went wrong during the Everest climb described in the case study and to help the government develop guidelines for assessing teams who plan to climb Mount Everest in the future. In addition, these officials have asked you to tell them what you see as the lessons from the case study for leaders in organizations. How will a team implement the lessons in work or life when called upon to lead? This assignment is due by June 20. Email to Sara.

Memo 2:

The second memo will be on the case, The Massport Model: Integrating Diversity and Inclusion into Public-Private Partnerships. The case can be found in the Digital Course Packet. Please email your memo to Sara by June 28.

You should follow these directions:

Open with a brief one-paragraph summary-

What is the context, key issue(s), and your recommendations?

Diagnosis-

Why is this group/department/organization facing these issues? Identify root causes.

Recommendations / Next steps-

What are your specific recommendations? Rationale? Alternatives?

How should your recommendations be implemented? What are the priorities?

5. Congruence Model Analysis

You will discuss and select one team member's case—either a performance gap or an opportunity gap that 1) s/he 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. This is a three-part assignment.

Part I

Please email a 2-page analysis to Sara by June 30. Succinctly state the gap that you will address. Explain why you know it is a gap (i.e., the difference between expectations and reality for a performance 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.

Part 2

Please email a 4-page memo to Sara by July 14 at noon.

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

State a refined gap statement.

Provide enough context, history, and organizational description to explain your gap, root cause analysis, and recommendations.

Explain the root causes, why they are important, and why you focused on these (instead of something else), and what you learned from mapping them to the Congruence Model.

Propose an action plan. Explain how it addresses the gap and root causes, why these are the best steps (instead of others), and how would these be carried out as to order and timing. This part of the assignment is worth 10 points.

Congruence Model Presentation

Each team will have 10 minutes to present their case followed by 10 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? You will be able to incorporate feedback from your professor and classmates into Part 2 of your Congruence Model Analysis. The presentations will be held on July 7 and/or July 12, our last two classes. This part of the assignment is worth 5 points.

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 their professor. 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 your instructor.

Course Outline and Schedule

Session 1, May 24: Making Sense of Organizations

Objectives:

- Review course
- Introductions
- Review the history of management theory

Read (before class):

- Butler, M., Moores, C., O'Brien, J., Wooley, E. & Zhao, L. (2008). Goodbye To Happy Hour. The Electronic Hallway, University of Washington, pp. 1-5 [Brightspace]

Session 2, May 26: Team Formation

Objectives:

- Understand how to manage teams/group processes, relationships, and responsibilities
- Understand how teams can make decisions more effectively
- Use frameworks for evaluating team effectiveness
- Understand the basics of teaming

Read (before class):

- Detert, J.R. & Burris, E.R. (2016). Can your employees really speak freely? Harvard Business Review, pp. 80-87. [Brightspace]
- Eisenhardt, K.M., Kahwajy, J.L. & Bougeois, L.J. (1997). How management teams can have a good fight. Harvard Business Review, pp. 77-85. [Brightspace]
- Mortensen, M. & Hadley, C.N. (2020) How to prepare your virtual teams for the long haul. Harvard Business Review, pp. 2-6. [Brightspace]
- Watch video on You Tube about how to run an effective meeting.

Session 3, May 31: Setting Strategy

Objectives:

- Learn the key features of strategic planning
- Understand the impact of the external environment on organizations

Read (before class):

- Bryson, J.M. (1988). A Strategic Planning Process for Public and Nonprofit Organizations. Long Range Planning, 21, pp. 73-81. [Brightspace]
- CASE DISCUSSION: Dozono, L. (2008). Social Venture Partners International: The Challenge of Growing a Network. The Electronic Hallway, University of Washington, pp. 1-25. [Brightspace]

Team Project:

- Teams will be formed by June 2, and you can begin to work on your team charter and first case analysis.
- Submit team charter by June 13.
- First memo assignment is due on June 20.

Session 4, June 2: Team Building and Mount Everest Simulation

Objectives:

- Learn how teams can solve problems and make decisions effectively in difficult situations

You will be climbing Mount Everest during class. After your climb we will discuss the experience and its implications for teamwork.

Team Project:

- Work on your team charter, due June 13, and first memo assignment due June 20.

Session 5, June 7: Designing Organizational Structure

Objectives:

- Understand how structure can solve coordination problems during growth
- Understand the impact of culture on organizational success

Read (before class):

- Barsade, S., & O'Neill, O.A. (2016). Manage your emotional culture. Harvard Business Review, pp. 58-66. [Brightspace]
- Galunic, C. & Tierney, W.D. (2015). Wildfire Entertainment: Organizational Structure Archetypes. INSEAD, Harvard Case Study Packet.

Team Project:

- Discuss the results of your Strength Finders Assessment and submit a brief summary of your team's strengths and potential weaknesses by June 16.
- Strength Finders Individual Assignment is due on June 18.

Session 6, June 9: The Strategic Management of People

Objectives:

- To review how to manage people strategically
- To review personnel practices in the public and nonprofit sectors

Read (before class):

- Rosenbloom, D. & Kravchuk, R. (2015) Public Personnel Administration and Collective Bargaining. Public Administration (pp. 222-259). McGraw-Hill. [Brightspace]

Team Project:

- Team Charter due on June 13.

Session 7, June 14: The Strategic Management of People continued

Objectives:

- To continue discussing how to manage people strategically
- To understand how to motivate your staff for exceptional performance

Read (before class):

- Kerr, S. (1995). On the folly of rewarding A, while hoping for B. Academy of Management Executive, February, pp. 7-14. [Brightspace]
- Pfeffer, J. (2005). Putting People First: How Nonprofits That Value Their Employees Reap The Benefits In Service Quality, Morale, and Funding. Stanford Social Innovation Review, pp. 27-33. [Brightspace]
- Read Harvard Case on Job Crafting at Burt Bee's.

Team Project:

- Provide a summary of your team strengths via Strengths Based Leadership assessment by June 16. Your individual assignment is due on June 18.
- Work on next team assignment, your second memo, due on June 28.

Session 8, June 16: Managing Diversity

Objectives:

- To discuss how to create a culture that respects individual differences

Read (before class):

- Ely, Robin and Thomas, David. (2020). Getting Serious About Diversity. Harvard Business Review, November-December, pp. 115-122. [Brightspace]
- Thomas-Briefeld, S. (2017). How To Think Differently About Diversity in Nonprofit Leadership: Get Comfortable With Discomfort. Nonprofit Quarterly. [Brightspace]
- Case: Stone, E. (2017) Fostering Success? An Equity Initiative Goes Sideways. The Electronic Hallway, University of Washington. [Brightspace]

Team Project:

- Work on next team case assignment due on June 28.

There is no class on June 21.

Session 9, June 23: Managing Conflict

Objectives:

- To understand the challenges in managing conflict and reaching win/win agreements

Read (before class):

- Whetten, David and Cameron, Kim. (2016). Managing Conflict. Developing Management Skills, Chapter 8 (pp. 306-320). [Brightspace]
- Harvard Case on Santa Clara Pueblo Indian Tribe's negotiation for their land

Team Project:

- Work on team memo due on June 28 and Congruence Model Assignment Part I, due on June 30.

Session 10, June 28: Organizational Alignment and Leadership

Objectives:

- To understand the nature of leadership and how it differs from management

- Understanding the principles of leadership, in the public and non-profit sectors
- To consider models to align organizational variables in order to create continuous improvement

Read (before class):

- Tushman, M.L. & O'Reilly, C.A. (2002). "Managerial Problem Solving: A Congruence Approach. Chapter 4. Winning Through Innovation: A practical guide to leading organizational change and renewal. Boston, MA: Harvard Business School Press. [Brightspace]
- Tushman, M.L. & O'Reilly, C.A. (2007). "Defining Problems and Opportunities: A Foundation for Success." Winning Through Innovation: A practical guide to leading organizational change and renewal. Boston, MA: Harvard Business School Press. [Brightspace]

Team Project:

- Work on team memo due at midnight and Congruence Model Assignment Part I, due on June 30.

Session 11, June 30: Leadership, Power, and Influence

Objectives:

- To understand the different ways to lead and influence others-both negative and positive approaches.

Read (before class):

- Denhardt, Robert B. Chapter 7. Managing Human Behavior in Public and Nonprofit Organizations, 5th Edition, pp. 193-229. [Brightspace]

Team Project:

- Submit by midnight Congruence Model Assignment Part I

There is no class on July 5.

Session 12, July 7: Making Decisions

Objectives:

- To understand the challenges of making decisions, particularly those with ethical implications

Read (before class):

- Buchanan, L. & O'Connell, A. (2006). A Brief History of Decision-Making.

Harvard Business Review, January, pp. 32-41. [Brightspace]

- Campbell, A., Whitehead, J., & Finkelstein, S. (2009). Why Good Leaders Make Bad Decisions. Harvard Business Review, February, pp. 60-66. [Brightspace]

Team Project:

Some team presentations may be held tonight. Your second individual writing assignment is due on July 11. Work on second part of your Congruence Model assignment due after the semester is over on July 14 at noon.

Session 13, July 12: Leading Change

Objectives:

- To build tools to increase performance during a crisis
- How to communicate a vision during change
- How to measure a change

Read:

- Behn, R.D. (2003). Why Measure Performance? Different Purposes Require Different Measures. Public Administration Review, September/October, pp. 586-606. [Brightspace]
- W.K. Kellogg Foundation (2004). W.K. Kellogg Foundation: Logic Model Development Guide, Chapter 1. [Brightspace]
- Kotter, John (1995). Why Transformation Efforts Fail. Harvard Business Review, May-June 1995. [Brightspace]

Team Project:

In our last class we will continue the team presentations and provide an overview of the course.

Assignments after semester end:

Your Congruence Model assignment is due on July 14 at noon.

Your peer evaluation is due on July 15 at noon.

Your final examination is due on July 16 at noon.