



NYU

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

CORE-GP 1020.001

Management and Leadership (M&L)

Fall 2022

Instructor Information

Professor Judy Pryor-Ramirez (“Professor J”)

Email: jpramirez@nyu.edu

Office hours: In-person on Tuesdays 3-5pm; Virtual by appointment via my [calendar link](#).

Course Assistant Information

Amisa Garcia Ratliff (Wagner ‘25)

Email: agr8413@nyu.edu

Office hours: Via Zoom on Wednesdays from 2:30 - 4:30pm; contact Amisa by email.

Course Information (Section 001)

Time: Mondays, 4:55 – 6:35pm

Location: Tisch Hall, Room LC11 (Washington Square campus)

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 Design & Pedagogy

The course combines conceptual and experiential approaches to management and leadership and therefore is divided into three domains of learning and practice: (1) SELF: Managing Yourself; (2) TEAMS: Managing People & Leading Teams; (3) ORGANIZATION: Managing Organizations.

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.

Learning Objectives and Skill Development

There are three learning objectives that cut across each class:

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

Course Material

- **Brightspace Page:** <https://brightspace.nyu.edu/d2l/home/219296>. You will find the course syllabus, assignments, exercises, and links to readings through the NYU library, surveys, and slides here.
- **Readings:** To keep costs down, I am providing you with most of the readings and case studies that copyright allows me to post in NYU Classes. There are a few exceptions noted below.
- **Materials to purchase:** Please purchase the following materials for the course.
 - Required text: [Managing to Change the World](#) by Alison Green and Jerry Hauser (\$33.00)
 - Required self-assessment: [CliftonStrengths for Students Top 5](#) for \$19.99 (used your NYU email address). Purchase before 9/19.
 - Required simulation: Everest Simulation for \$15.00. Purchase by 9/26.

NOTE ON COURSE MATERIALS: Given the unexpected nature of this pandemic, if we have to go virtual again, there are virtual simulations that you will need to purchase, but I will negotiate to keep this price low. If the cost of materials is a concern, please let me know, and I will work to get you the material.

Course Schedule

Class Date	Topic	Texts & Assignments Due
9/12	Intro to Management & Leadership	<p>Texts:</p> <ul style="list-style-type: none"> Chapter 1 in Managing to Change the World Chapter 1 in The Making of a Manager Leadership and Innovation by Partnership for Public Service <p>Assignment: Upload video introduction</p>
Unit 1: The Self		
9/19	Personal Ecology: Values, Purpose & Emotional Intelligence	<p>Texts:</p> <ul style="list-style-type: none"> Chapters 2, 5 and 6 in The Leader You Want to Be Podcast Episode: Living in Alignment with our Personal Values (45 min) <p>Assignment: Complete (3) assessments CliftonStrengths Assessment (30 min); EQ Assessment (45 min); and Harvard DEIB Assessment (30 min). Write a 1-page reflection essay based on your assessment results.</p>
9/26	Manager's Toolkit: Authority, Delegation, and Process Management	<p>Texts:</p> <ul style="list-style-type: none"> Becoming the Boss (2007) in HBR Chapters 2, 3, 5, and 10 in Managing to Change the World Chapter 9 in The Making of a Manager <p>Assignment: Write a 1-page reflection essay on your managerial toolkit.</p>
10/3	Mount Everest Simulation Day!	<p>Texts:</p> <ul style="list-style-type: none"> Read preparatory materials for the Mt. Everest Climb – see Brightspace <p>Assignment: Complete Team Launch Doc</p>
Unit 2: People & Teams		
10/11	<p>Teams Part 1: Building High Performing Diverse Teams</p> <p>**In-Class Case Study**</p>	<p>Case Study: American Red Cross</p> <p>Texts:</p> <ul style="list-style-type: none"> How to Read and Write a Case Study Chapter 11 in Becoming a Manager

Class Date	Topic	Texts & Assignments Due
		<ul style="list-style-type: none"> Pages 1-28 in From Intention to Action: Building Diverse, Inclusive Teams in Education to Deepen Impact by Koya Partners & Education Pioneers Optional: How to Build High Performing Teams by NOBL
10/17	Teams Part 2: Group Process & Effectiveness	<p>Texts:</p> <ul style="list-style-type: none"> Secrets of Teamwork by Haas and Mortensen Putting People First: How Nonprofits that Value their Employees Reap the Benefits in Service Quality, Morale, and Funding in Stanford Social Innovation Review Chapter 8 in The Making of Manager Optional: Listen to the episode, Cadence: The Heartbeat Of Your Team, on the Emergent Agenda podcast
10/24	Power, Persuasion & Influence	<p>Case Study: Carolina for Kibera</p> <p>Texts:</p> <ul style="list-style-type: none"> A new prescription for power by Longo and McGinn The power of persuasion by Robert Cialdini Confusion Around Power: A Challenge to Leadership by Robert Gaas Optional: When We Get Power by Karla Monterroso Reference: How to Read and Write a Case Study <p>Assignment: Group Case Study Memo Due</p>
10/31	Decision-making, Problem Solving & Communications	<p>Texts:</p> <ul style="list-style-type: none"> Mastering Team Decision Making by Lupe Poblano Leaders, Stop Avoiding Hard Decisions by Ron Carucci Focus on pages 2-6 and pages 30-32 Chapter 5 in Managing Human Behavior in Public and Nonprofit Organizations Optional: Listen to the episode, The Great Decision-making disconnect, on the Brave New Work podcast
11/7	Conflict & Negotiation	<p>Case Study: Fostering Success</p>

Class Date	Topic	Texts & Assignments Due
		<p>Texts:</p> <ul style="list-style-type: none"> ● Intro & Chapter 5 in Resolving Conflicts at Work ● Watch Nonprofit Quarterly's 90-min video on conflict ● 4 Ways to Deal with Conflict by Marisa Tirona ● Reference: How to Read and Write a Case Study <p>Assignment: Individual Case Study Memo Due</p>
Unit 3: Organizations		
11/14	<p>Organizational Design & Structures</p> <p>**In-Class Case Study**</p>	<p>Case Study: Public Architecture</p> <p>Texts:</p> <ul style="list-style-type: none"> ● Understanding Organizational Structures by SHRM ● Continuous Participatory Reorganization by August (pg. 7-17) ● Optional: Listen to the episode, How To Design An Organization That You're Proud Of, From The Ground Up, on Nonprofit Mastermind Podcast (43 minutes) ● Optional: Primer on Org Design by NOBL
11/21	<p>Organizational Culture</p> <p>** Class online** https://nyu.zoom.us/j/8428684922</p> <p>**Guest Lecture: Lauren Graham, Chief of Staff, Hunger Free America**</p>	<p>Texts:</p> <ul style="list-style-type: none"> ● Organizational Culture and Leadership by Edgar Shein ● Awake to Woke report by Equity in the Center ● Optional: Managing Emotional Culture by HBR ● Optional: The Bias of 'Professionalism' Standards by Aysa Gray <p>Assignment due: submit your OrgD Team Gaps and Root Cause Statement on Brightspace. (see assignment sheet)</p>
11/28	<p>Organizational Strategy & Alignment</p> <p>**Peer Feedback Loop**</p>	<p>Texts:</p> <ul style="list-style-type: none"> ● The Secrets to Successful Strategy Execution by Nielson, Martin and Powers <p>Choose 1:</p> <ul style="list-style-type: none"> ● Bold Strategic Planning in Federal Government by the Partnership for Public

Class Date	Topic	Texts & Assignments Due
		Service and Grant Thornton <ul style="list-style-type: none"> ● Grant Street Settlement: A Case Study in Strategy ● Optional: Congruence Model Summary *There will be an in-class peer feedback loop on the OrgD Team Gaps and Root Cause Statements.
12/5	Leading Change & Managing Resistance	Texts: <ul style="list-style-type: none"> ● Leading Change by Kotter (HBR) ● Change Management in Government by Ostroff (HBR) ● Don't Demonize Employees Who Raise Problems by Merchant (HBR) ● Optional: Congruence Model Summary ● Optional: Spectrum of Community Engagement by Gonzalez (Facilitating Power) ● Optional: Leading Change Podcast Episode by Rhea Wong
12/12	OrgD Team Presentations	No assigned readings. Assignment: OrgD Presentation Deck & Report due to Brightspace by 4:30pm.
12/19	Finals Week	Final Reflection essay due on 12/19 by 6:30pm EST Final Exam due to Brightspace by Friday, 12/23 11pm EST

Major Assignments and Deadlines

There are (4) kinds of major assignments in this course: Essays, Case Study Memos, Final Team Project, and the Final Exam. All readings, assignments, case studies, and preparation for class must be completed before the start of class as noted in the above schedule. Below you will find descriptions of the major kinds of assignments and their deadlines. Further detail about these assignments can be found on Brightspace in the Assignments Tab.

Reflection Essays

Your essays must be at 1-2 pages, single-spaced, 12-inch font (Arial, Times, Calibri accepted), and 1 inch margins.

- **Reflection Essay #1 (Due Date: 9/19 by 2pm on Brightspace):** Describe the findings from your assessment results and then analyze your results by making meaning of them in the context of what we learned in the first class about management and leadership. Lastly, identify (3) areas for improvement and describe a brief plan of action for this semester and the way in which you will

track your efforts over the course of the semester including how you will remain accountable for progress.

- **Reflection Essay #2 (Due Date: 9/26 by 2pm on Brightspace):** Write about your current manager/leader toolkit. What tools do you currently possess? What tools do you need to grow into the leader you want to be? Specifically address two personal ecology leadership competencies (from readings 9/12 and 9/19) as well as two technical management competencies (readings from class on 9/26) you want to develop/practice now and into the future and explain why. Lastly, identify ways in which you can develop and practice these competencies now and into the future. Be specific about any next steps and mechanisms to track your efforts over the course of the semester.
- **Reflection Essay #3 (Due Date: 12/19 by 6:30pm on Brightspace):** Consider the assessments you took at the beginning of the semester and the personal work you've done to address areas for growth, the research we've read, the cases we've analyzed, and reflect on the lessons you are taking away from the course. Use these prompts to guide your writing:
 - What were the opportunities and challenges in addressing the areas of improvement you identified in Reflection Essays #1 and #2? What did you do? What did you learn about yourself in the process of more self-aware of your management and leadership skills and style?
 - In what ways has your perspective shifted or not based on our course readings, guest lectures, case studies, simulations, and/or the OrgD project? Be specific about what you recall in sequence and include your confusions as well as your emergent understandings that unfolded throughout the semester.
 - Finally, conclude with what you will take with you as you move forward in your academic and professional career at Wagner and beyond.

Case Study Memos (see syllabus/Brightspace for due dates)

- **In-Class Case Study Memos:** We will complete (2) case study memos this semester as a class to develop your competency for completing these analytical memos with success.
- **Team Case Study Memo & Presentation:** You will write (1) case study memos this semester that will be completed by your teams. Details about the team case study writing process will be provided on Brightspace.
- **Individual Case Study Memos:** You will write (1) case study memo independently. See the course schedule on pages 3-6 for due dates. Details about the individual case study writing process will be provided on Brightspace.

OrgD Final Project (Due Date: 12/12/22 by 4:30pm on Brightspace)

You and your team will select a nonprofit organization or government entity of your choice, and you will conduct an organizational diagnosis ("OrgD") using the congruence model. Your OrgD report must provide background information on the organization/entity, conduct a congruence model analysis and make final recommendations. Your team must submit a 3-page OrgD report and slide deck due on the last day of

class. Your team will have 10-12 minutes to present their OrgD Project using their slide deck. Additional details about this assignment will be provided on Brightspace.

Final Exam (Due Date: 12/23/22 by 11:55pm on Brightspace)

The final exam will be “take-home” which means you will complete it on your own at home, not in class. The final exam will be made available on Brightspace on Wednesday, December 14 after 8:25 pm, and will be due on Friday, December 23 at 11:55 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. NOTE: Each M&L faculty member grades one question using a rubric agreed upon by all M&L instructors. I may or may not grade your final exam.

Grading Breakdown

Graded Course Elements	Percent of Final Grade
Weekly active in-class participation (Individual)	10%
Three Reflection Essays (Individual)	10%
In-Class Case Study Memo	10%
Individual Case Study Memo	10%
Team Case Study Memo	20%
OrgD Final Project (Team)	20%
Final Exam (Individual)	20%

In-Class 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.

Class Teams

You will be assigned a team to work together on one Case Study Memo + Presentation and the OrgD Final Project assignment. These will also be your teams for all in-class simulations. Teams will be decided upon on 9/19 and your Team Launch document is due on 10/3.

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.

Prof. J’s Classroom Policies

- Attendance and Punctuality: You are expected to attend all class sessions and arrive to class on time. Please email me if they will miss class and it is the responsibility of the student to make up all work if absent from class. If more than three or more unexcused absences, your final grade will be

negatively reflected in your participation grade. For prolonged absences, the student must notify me, your academic advisor and/or The Dean's Office.

- Changes to readings/assignments: This syllabus is subject to change. Pre-assigned readings may be adjusted and occasionally supplemental reading or small exercises may be added throughout the course to enhance learning. If this is the case, I will update the assignments or make adjustments on Brightspace at least one week before the due date. My goal is to notify you with plenty of time for anything that might affect your schedule and workload.
- Late assignments: Please request permission from me at least 48 hours in advance of the due date if you expect your assignment to be late. Late assignments without prior notification will result in a Zero grade or F. If more than three or more assignments are late in the course without prior notification, your final grade will be negatively affected. Approved extenuating circumstances do not apply in this case.
- Revise & Resubmit: Towards the goal of continuous improvement, I welcome revised and re-submitted assignments for re-evaluation. This must be arranged with me in advance with a new deadline. Late assignments are not eligible for "revise and resubmit" consideration.
- Eating & Drinking: Eating and drinking are permitted as long as your meal does not interfere with teaching and learning (i.e., loud eating sounds and packaging, etc.)
- Tech in Class: Cell phones, smartphones/smart devices, tablets, and laptops should not be used during class unless otherwise specified.

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 email me at least one week prior to the next class if you should be absent for a religious holiday.

Wagner Writing Center

The [Wagner Writing Center](#) offers writing support through tutors, workshops, and a writing series.

NYU Writing Center

NYU's general writing support center is a place where one-on-one teaching and learning occurs, and where the work always focuses on writing. Experienced consultants assist NYU students, faculty, and staff with their work at any stage in the writing process. They work with individuals on essays, lab reports, personal statements, poems, stories, and other written texts. Writers may schedule one appointment per week, up to two weeks ahead of time, using their online scheduling system. Appointments normally are 45 minutes in length. The Writing Center is located at 411 Lafayette, 3rd floor. For more information or to schedule an appointment, please go to [NYU Writing Center's website](#).

Library Resources

There are comprehensive resources to complete assignments on the NYU Libraries website. Visit the [public and nonprofit management research guide page](#).

If you are unclear about how to properly attribute research or ideas you are using in your work, please consult the visit the [NYU Libraries Citation Style Guide](#) or [Ask a librarian](#). For this class, any citation style is acceptable as long as you are consistent. As an example, Harvard Business School has a comprehensive [guide to Chicago Style](#). Also commonly used in the public service field is the [APA style](#).

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 formal accommodations, please visit the [Moses Center for Students with Disabilities \(CSD\) website](#), call 212- 998-4980, or email mosescsd@nyu.edu for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.

Land Acknowledgement

In the spirit of truth and equity, it is with gratitude and humility that we acknowledge that we are gathered on the sacred homelands of the Lenape people, who are the original stewards of this land. We honor and pay respect to their ancestor's past and present, as well as to future generations and we recognize their continuing presence in their homelands. We understand that our acknowledgment requires those of us who are settlers to recognize our own place in and responsibilities towards addressing inequity and that this ongoing and challenging work requires that we commit to real engagement with the Lenape people to build an inclusive and equitable space for all. (Adapted from Bard College)

Justice, Equity, Diversity and Inclusion Statement

In this class, we seek to materialize our commitment to justice, equity, diversity and inclusion through dialogue and rigorous study. We strive to create a learning environment that upholds values that meaningfully include the voices, works, and ideas of communities and cultures historically and systematically excluded from higher education. In this class, we will aim to work on the four levels of oppression (ideological, institutional, interpersonal and individual) to address the implicit and explicit ways racism, sexism, classism, ableism, homophobia, transphobia, religious and other forms of oppression impact the learning process. As your professor, I am committed to fostering and maintaining an inclusive community in which all gender identities and expressions are valued and validated. To create a gender-inclusive environment for faculty, students, and visitors, I encourage all members of the class to indicate the pronouns they use for themselves, if desired, in class and in electronic communications, and in other settings, and I will encourage and enforce the respect of pronoun usage. (Adapted from Bard College)

“When everyone in the classroom, teacher and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful.”
– bell hooks, Ph.D. (1952-2021)