



NYU

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

CORE-GP 1020.003

Management and Leadership (M&L)

Fall 2022

Instructor Information

Professor Surabhi Lal

Email: surabhi.lal@nyu.edu

Office hours: Various days, schedule through Calendly and note that it is for [Office Hours](#)

Course Assistant: Elizabeth Sharon

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Course Information

Time: Wednesdays, 6:45 pm – 8:25 pm

Location: Kimmel 803

[Wagner Writing Center](#)

[Ask a librarian](#)

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: You will find the course syllabus, assignments, exercises, links to readings through the NYU library, and slides here.
2. To keep costs down, I am providing you with articles and exercises that copyright allows me to post in NYU Classes. Most Harvard Business Review, Stanford Social Innovation Review, and journal articles accessible through the NYU library.
3. Cases and Simulations are copyright protected and need to be purchased through this link: [Coursepack](#) and [Simulation](#).
4. CliftonStrengths for Students Top 5 (<https://www.strengthsquest.com/243749/chooseright-solution.aspx#ite-305129>): \$20 if you register with your student email. If you have taken CliftonStrengths before and your report still resonates with you, you do not have to take it again.

5. 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/>).
6. *If cost of materials is a concern, please reach out to me.

Learning Objectives and Skill Development

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 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 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

Learning Assessment Table

Graded Assignments	Course Objective(s) Covered	Level of Competency	
Individual Case Study Memo	Communication and Analytical Thinking	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/ competency and can use this ability to analyze a problem
Class Participation, Contribution to Learning	Communication and Analytical Thinking	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/ competency and can use this ability to analyze a problem

Team Case Study Memos	Analytical Thinking, Leveraging Diversity, Communication	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/ competency and can use this ability to analyze a problem
Exercises and Simulations	Analytical Thinking, Leveraging Diversity, Communication	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/ competency and can use this ability to analyze a problem
Assessments	Analytical Thinking-Reframing approach to people and situations	2-Intermediate	Demonstrate greater depth of understanding of this knowledge/skill/ competency and can use this ability to analyze a problem
Final Exam	Analytical Thinking, Leveraging Diversity, Communication	3-Advanced	Student demonstrates expertise in this knowledge/ skill/ competency and can use this ability to evaluate, judge, and synthesize information

Required Readings

Case Study Course Packs

- A [course pack containing the case studies](#): \$34.00.

Simulation Course Pack

- A [course pack containing the two \(2\) simulations](#): \$25.00.

CliftonStrengths Assessment

- Please purchase the [Student Version of CliftonStrengths Top 5](#). You should receive a 40% discount when you use your NYU email address to make the price close to \$20. If you have already taken the assessment, you do not need to take it again.

Articles

- We will be reading several articles that will be made available on NYU Classes or through the library.

Note

- If you are interested in reading some materials with a more public sector and nonprofit focus, take a look at—Denhardt, Robert B., Denhardt, Janet V., Aristigueta, Maria P., and Rawlings, Kelly C., *Managing Human Behavior in Public and Nonprofit Organizations*, Sage Publishing, Fifth Ed., 2019, ISBN-13: 978-1506382661, ISBN-10: 1506382665 and there are several chapters posted on NYU Classes in the Resource section.

Assignments and Grading

Class Participation 20%

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. The assessments help you understand yourself and you will have ample opportunity to discuss and learn with your classmates.

Assessments 5%

Class Participation 15%

- Class Discussions
- Group Introductions
- Meet Ups (Meet up with at least one person who is not in your team)
- Article Share

Individual Assignments 30% Individual

Memos:15%

- Everest Case and and Reflections from Climb
- Carolina for Kibera
- Wildfire Entertainment
-

Bright Spots/Blind Spots 2.5%

Team Reflection/Participation/Stories 2.5%

Simulations 10%

Team Assignments 30%

Working in teams is a critical skill in today's workplace. Whether you are remote, hybrid, or colocated, teamwork is essential. You will be assigned a team to work together on three memos and the congruence model assignment. You will also have the opportunity to discuss and debate the case analysis and recommendations before the class discussion in which you may be called. You are expected to do all the reading and consider the case questions before class.

Team Launch 5%

Team Memos: 15%

- Fostering Success
- Deborah Cullinan and Yerba Buena Center
- Marie Trellu-Kane

Congruence Model Presentation 10%

Final Exam 20%

Final exam will be open at 8:30 pm on Thursday, December 14, 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. The final exam will be take-home. Each M&L instructor grades one question using a rubric agreed upon by all M&L instructors.

Memo Writing

Your purpose in writing memos is to provide information and make recommendations to people who must make decisions about key strategic issues. The context for these memos come from the cases assigned. 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:

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), singlespaced, 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 Classes under Assignments.

Grading:

There is no single right answer to the case memos. That said, there are stronger and weaker memos. Memos are graded as follows:

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.

Congruence model analysis

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.

- 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.

When preparing your presentation consider the following:

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

Detailed Course Overview

Week 1: **Management and Leadership in a Changing Environment** September 7

Read:

1. Gabarro, J. J. & Kotter, J. P. Managing Your Boss. *Harvard Business Review*, 83(1).
2. Gomez-Ibanez, J. A. (1986). Learning by the case method. Case Program, Harvard Kennedy School of Government (PDF on Brightspace).
3. Roberts, L. M. & Mayo, T. (2019) Toward a racially just workplace. *Harvard Business Review*.
4. [The Next Great Disruption: Hybrid Work](#)

Skim:

1. Chapter 1: OpenStax: Organizational Behavior

Read Case (for in-class discussion):

1. Manzoni, J-F. & Barsoux, J-L. (1996) [Lee Coker. INSEAD](#) (\$4.50 purchase)
2. Please be ready to discuss:
 - What is the performance gap (the motivating problem) in the Lee Coker case? What caused it?
 - How did Ed and Lee's assumptions and behaviors contribute to the performance gap?
 - What should Lee do next?
 - What should Ed have done and when should he have done it?
 - What does this case teach us about management? About leadership?

Post-Class

Upload an introductory video to Brightspace with your name, two topics you are most interested in for this course, what you are doing now for work and what you might want to do next. Please do this **by Friday, September 9 at 5pm**. THEN Review all the videos and identify at least three people that you'd like to connect with. Bring their names to class next week.

Week 2: **Individual Differences, Values, Perceptions, and Reactions** September 14

Read:

1. Leonard, D. & Strauss, S (1997). Putting your company's whole brain to work. *Harvard Business Review*. 75(4). 110-122.
2. Phillips, K. W. (2014). How diversity works. *Scientific American*, 31 1(4), 42-47. (PDF on Brightspace)
3. Haas, M., & Mortensen, M. (2016). The Secrets of Great Teamwork. *Harvard Business Review*, 94(6), 70-6, 117.

Watch:

1. [How to Run Effective Meetings](#) (12 minutes)

Assessments:

1. Complete CliftonStrengths and bring Theme Insight Report to Class
2. MBTI (on Brightspace)
3. Understand Yourself: Locus of Control (on Brightspace)

In-Class Activity

1. CliftonStrengths

For Next Week:

1. Team Launch. Please submit before the next class.
2. Team Memo Due Next Week: Fostering Success

Week 3: Building Teams: Processes and Effectiveness September 21

Read:

1. Detert, J. R. & Burris, E. R. (2016). Can your employees really speak freely? Harvard Business Review, 94(1), 80-87.
2. Edmondson, A. C. & Mortensen, Mark (April 19, 2021). What Psychological Safety Looks Like in a Hybrid Workplace. Harvard Business Review.
3. Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997). How management teams can have a good fight. Harvard Business Review, 75(4), 77-85.

Team Memo Due:

1. Fostering Success

For Next Week and Rest of Semester

1. Team observations and feedback.

Week 4: Groups and Teams: Everest Simulation September 28

Read:

1. Your Role in Everest and How to Play

In-Class Simulation:

1. Climb Everest

Individual Memo Due Next Week: Everest Case and Reflections from Your Climb

Week 5: Groups and Teams: Everest Debrief October 5

Read:

1. Raelin, J. A. (2005). We the leaders: In order to form a leaderful organization. Journal of Leadership & Organizational Studies, 12(2), 18-30.
2. Roberto, M. A., (2002). Lessons from Everest: The interaction of cognitive bias, psychological safety, and system complexity. California Management Review. 45(1): 136-158. (in NYU Brightspace)

Individual Case Memo Due:

1. Roberto, M. A. & Carioggia, G. M. Mount Everest Case Study.

Week 6: **Motivation** October 12

Read:

1. Black, J. S. & Bright, D. S. (2019), [Motivation. In Organizational Behavior. Chapter 7](#)
2. Pfeffer, J. (2005). Putting People First: How Nonprofits that Value Their Employees Real the Benefits in Service Quality, Morale, and Funding. Stanford Social Innovation Review. 3(1), 27-33. (NYU Brightspace)
3. Wrzesniewski, A., Berg, J. M., & Dutton, J. E. (2010). Turn the job you have into the job you want. Harvard Business Review, 88(6), 114-117.

Watch:

1. [Truth About What Motivates Us Video](#)

Assessment:

1. What Motivates You p. 173 Griffin

In-Class Activity:

1. Job Crafting

Next Week: Team Memo Deborah Cullinan and Yerba Buena Center for the Arts

Week 7: **Leadership** October 19

Read:

1. Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2018). Leadership. Chapter 7 in Managing human behavior in public and nonprofit organizations. CQ Press.

Watch:

1. 10 Leadership Styles

Assessments:

1. Conceptualizing Leadership (1.3)
2. What is Your Leadership Style (12.3)
3. Leadership Strengths (6.3)

Team Case Memo:

1. Deborah Cullinan and Yerba Buena Center for the Arts

Class Activity

1. Bright Spots and Blind Spots

Next Week:

Enter Kidney Case Rankings

Week 8: Decision Making, Problem Solving, Communication, and Influence

October 26

Read:

1. Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2018). Decision Making. Chapter 5 in Managing human behavior in public and nonprofit organizations. CQ Press.
2. Cialdini, R. B. (2003). The Power of Persuasion. Stanford Social Innovation Review, 1(2), 18-27.
3. Tushman and O'Reilly Congruence Model Chapter
4. Reading TBC

Watch:

1. Cialdini, R. B. [The Science of Persuasion](#)

In-Class Case Study:

1. Hoffman, A. (2017). How Do We Get There? EDF Manages a New Diversity Plan. William Davidson Institute (WDI) at the University of Michigan.6

In-Class Activity:

1. Kidney Case

Next Week: Individual Memo Carolina for Kibera

Week 9: Power, Politics, and Networks November 2

Read:

1. Dutton, J. E., & Heaphy, E. D. (2003). The Power of High-Quality Connections. In Cameron, K. S., Dutton, J. E., & Quinn, R. E. (Eds.), Positive Organizational Scholarship: Foundations of a new discipline (pp. 263-278). Berrett-Kohler Publishers.
2. Long Lingo, E. & McGinn, K. L. (July-August 2020). A new prescription for power. Harvard Business Review, 98(4) 66-75.
3. Cross, R., Liedtka, J., & Weiss, L. (2005). A practical guide to social networks. Harvard Business Review, 83(3), 124-132.
4. Neeley, T. (March 2020), podcast or article (Class Vote)

Skim:

1. OpenStax, Chapter 13

Assessment:

1. Your Understanding of Power

In-Class Simulation

1. Networking Simulation

Week 10: **Conflict and Negotiation** November 9

Read:

1. Malhotra, D., & Bazerman, M. H. (2008). Confronting lies and deception. *Negotiation genius: How to overcome obstacles and achieve brilliant results at the bargaining table and beyond* (pp.196-218). Bantam. NYU Brightspace PDF.
2. Neale, M. (2004). *Are You Giving Away the Store? Strategies for Savvy Negotiation*. *Stanford Social Innovation Review*, 2(3), 33-39. NYU Library
3. 10 Negotiation Tips
4. Gino, F. (2020), *Disagreement Doesn't Have to Be Divisive*, *Harvard Business Review*.

Assessment:

1. Thomas Kilmann Conflict Assessment

In Class Case Study:

1. Negotiating from the Margins

In Class Activity:

1. Negotiation Simulation

Next Week: Individual Memo: Wildfire entertainment: Organizational Structure Archetypes. INSEAD.

Week 11: **Strategy and Structure** November 16

Read:

1. OpenStax, Chapter 16
2. Reading TBC

In Class Case: Ben & Jerry's: Preserving Mission & Brand Within Unilever

Next Week Team Case Memo: Marie Trelu-Kane

Week 12: **Organizational Culture** November 30

Read:

1. Schein E. H. (2010). *Organizational culture and leadership defined* (pp1-5). The three levels of culture (Ch2, pp. 23-33). *Organizational culture and leadership: A Dynamic View*. 4th Ed. San Francisco: Jossey-Bass Inc.
2. Barsade, S., & O'Neill, O. A. (2016). *Manage your emotional culture*. *Harvard Business Review*, 94(1), 58-66.

Case:

1. Discuss: Marie Trelu-Kane.

In-Class Activity:

1. Investigating NYU/Wagner Culture

Week 13: **Congruence Presentations and Feedback** December 7

Week 14: **Leading Change** December 14

Read:

1. Amis, J. M. & Greenwood, R. (2021). Organizational change in a (post-) and pandemic world: Rediscovering interests and values. *Journal of Management Studies*, 58(2), 580-585.
2. Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. *Human resource management*, 30(4), 509-534.
3. Denhardt, R. B., & Denhardt, J. V. (2000). The new public service: Serving rather than steering. *Public administration review*, 60(6), 549-559.
4. Kotter, J. (2007). *Leading Change: Why Transformation Efforts Fail*. Harvard Business Review, January, pp. 96-103.

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 (NYU Classes, 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 NYU Classes 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 your nose and mouth at all times when on NYU property or in NYU facilities, including classrooms. 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.

Students may not share the Zoom classroom recordings. The recordings are kept within the NYU Classes site and are for students enrolled in the applicable course section only.

Should an in-person class need to pivot to remote due to a public health disruption, the course will meet each week using Zoom. You will be 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.

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.