



NYU

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

CORE-GP 1020

Management and Leadership (M&L)

Spring 2023

Instructor Information

Professor Patricia Satterstrom

Email: patricia.satterstrom@nyu.edu

Office hours: Fridays, 12:00pm-1:00pm on [Zoom \(https://nyu.zoom.us/j/93987088579\)](https://nyu.zoom.us/j/93987088579) & [Calendly](#)

Course Information

Section

Information

Time: Mondays from 10:00am to 11:40am

Location: [Zoom link](#)

Course Assistant: **Manuela Perez**

CA office hours: Wednesday, 11:00am- 12:00 pm on Zoom & [Calendly](#)

Wagner Writing Center: [Wagner Writing Center link](#)

Ask a librarian: [Ask a librarian link](#)

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, surveys, and slides here.
2. Material that needs to be purchased (\$72.50). **Note:** You must purchase the Lee Coker case by the first day of class; you'll need to purchase everything else by the second class:
 - a. [Lee Coker case from INSEAD](#) for (\$4.50)
 - b. [Harvard reading course pack with six required readings](#) (\$32.90)

- c. [Harvard simulation course pack](#) (\$15)
 - d. [CliftonStrengths for Students Top 5](#) (\$20): 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/>).

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 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

Assessment and Grading Policy

Due Date	Graded	Tasks (location)
Friday, January 20 th at noon	Participation	Intro video (Brightspace)
Thursday, January 26 th at noon	Participation	CliftonStrength (purchase)
Thursday, January 26 th at noon	Participation	Intro survey (Qualtrics)
Thursday, February 2 nd at noon	Participation	Everest team simulation + Report out
Thursday, February 9 th at noon	Participation	Kidney case part 1 (course pack)
Thursday, March 2 nd , at noon	Graded	Memo 1 (Assignment)
Thursday, March 9 th at noon	Graded	Network (Assignment)
Monday, March 13 th by class start	Participation	Thomas-Kilmann conflict survey (Classes)
Thursday, March 23 rd at noon	Graded	Memo 2 (Assignment)
Monday, April 3 rd by class start	Participation	Job crafting reflection (Forums)
Thursday, April 13 th at noon	Feedback only	Gap and root causes write up (Assignment)
Monday, April 24 th in class	Feedback only	Congruence model presentation (in class)
Monday, May 1 st by class start	Graded	Reflected best self (Assignment)
Thursday, May 4 th at noon	Graded	Congruence model memo (Assignment)
May 8 at noon until May 19, 11:55pm	Graded	Final exam (Assignment)

Individual assessment (65%)

25% Participation

20% Individual writing assignments (Network & Reflected best self)

20% Final exam

Team assessment (35%)

20% Two analytical memos

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 Tuesday, March 9th at noon. 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 Classes under Assignments.)

Reflected best self writing assignment due Monday, May 1st by the start of class.

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 Classes under Assignments.)

Final exam will be emailed after class on May 8th and will be due on May 19th at 11:55pm.

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.

Class Teams

You will be assigned a team to work together on two 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.

Two 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 group memos:

- **Team members:** Please include a cover page with the names of everyone who contributed to the memo and the role they played in the memo. If a group member did not contribute, do not include that person's name and s/he will not receive credit for this assignment. Everyone whose name does appear on the assignment will receive the same grade.
- **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 Classes 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

Please submit your memo by **Thursday, March 2nd, at noon**. 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

Please submit your memo by **Thursday, March 23rd at noon**. 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.

After submitting this memo, please complete the individual and team assessments that will be emailed.

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. Please submit your 1-paragraph write-up by **Thursday, April 13th at noon**

- 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 session. Each team will present their work-in-progress in class on **April 24th**.

Each team will have four minutes to present their congruence model case followed by four 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 **Thursday, May 4th at noon**

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 Classes 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.

Module 1: Teams and Teamwork

Please complete by January 20th

Assignment	Description
Post intro video:	Please record a short (2 minutes or less) introduction of yourself in Introductions in the Discussions section . Please include 1) your professional experience, 2) what you hope to learn and practice in Management & Leadership, and 3) your career aspirations after Wagner.

Class 1 – January 23, 2023

Learning Objective

Today	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

Class 1	Introduction to Management and Leadership	Activity in class
Reading:	Gabarro, J. J., & Kotter, J.P. (2005). Managing Your Boss. Harvard Business Review, 83(1). NYU Library.	Class 1 slides
Case prep:	Gomez-Ibañez, J. A. (1986). Learning by the case method. Case Program, Harvard Kennedy School of Government. NYU Brightspace PDF.	Case prep
Case:	Manzoni, J-F. & Barsoux, J-L. (1996) Lee Coker. INSEAD. (CaseCentre CoursePack) 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 slides will be posted
Videos:	Watch your classmates’ introductory videos over the next week. Try to identify at least one person whom you might learn something from (e.g., industry experience); find at least one person who could learn from your experience. You 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.	Shout outs during our super quick in-class introductions.

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 class. I read through them, and your participation there will count toward your overall participation grade.

Class 2 – January 30, 2023

Learning Objective

Today	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

Class 2	Building high-performing teams	Activity in class
Survey 1 due Jan 26 at noon	CliftonStrengths for Students Top 5 (\$20 if you register with your student email):	
Survey 1 due Jan 26 at noon	Introductory online survey	
Reading 1:	Leonard, D., & Straus, S. (1997). Putting your company's whole brain to work. Harvard Business Review, 75(4), 110-122. NYU library.	Class 2 slides
Reading 2:	Haas, M., & Mortensen, M. (2016). The secrets of great teamwork. Harvard Business Review, 94(6), 70-76. NYU library.	Team folders in Google Drive
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	
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 .	
Everest 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). Please complete the Everest simulation by Thursday, Feb 2nd at noon.	Everest information to get started

Note: If you do not finish your team launch, please finish and when done, notify ps156@nyu.edu and mp5841@nyu.edu so that we can review it in Google Docs.

Class 3 – February 6, 2023

Learning Objective

Today	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

Class 3	Team processes and effectiveness	Activity in class
Reading 1:	Detert, J.R. & Burris, E.R. (2016). Can your employees really speak freely? Harvard Business Review, 94(1), 80-87. NYU library.	Class 3 slides
Reading 2:	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. NYU library.	Everest debrief
Reading 3:	Roberto, M. A., (2002). Lessons from Everest: The interaction of cognitive bias, psychological safety, and system complexity. California Management Review. 45(1):136-158. NYU Brightspace PDF.	
Optional reading:	Edmondson, A. C. & Daley, G. (Aug 25, 2020). How to Foster Psychological Safety in Virtual Meetings. Harvard Business Review. NYU library.	

Post-Class 3 Work

Memo	Assignment
Reminder:	Start working on Memo 1 (Satera team) due Thursday, March 2nd at noon. Review Thom Blaylock Team Papers presentation.

Module 2: Interpersonal Dynamics

Class 4 – February 13, 2023

Learning Objectives

Lesson 4	Using your power for good
a.	Identify and learn to use your sources of power
b.	Learn about influence in written and verbal communication
c.	Practice using different influence techniques

Class 4	Power & Influence	Activity in class
Reading / Listening:	Long Lingo, E. & McGinn, K.L. (July-August 2020). A new prescription for power. Harvard Business Review, 98(4) 66-75. (Google article for audio option.) NYU library.	Class 4 slides
Exercise:	Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Brightspace PDF. Read the role information and complete survey by Thursday, February 9th at noon	Kidney case teams
Video:	Cialdini, R. B. The Science of Persuasion : Take notes about how you would convince the Transplant Review Board to give your candidate the kidney.	
After class:	Please complete the second Kidney Case survey as soon as possible after class	

Post-Class 4 Work

Memo	Assignment
Reminder:	Work on Memo 1 (Satera team) due March 2nd at noon.

Class 5 – February 27, 2023

Learning Objective

Today	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.)

Class 5	Influence & Decision making	Activity in class
Reading 1:	Bazerman, M. H., Gino, F., & Shonk. K. (2016). Organizational behavior reading: Decision making. Harvard Business Publishing Education. In the course pack.	Class 5 slides
Reading 2:	Zhang, T., Gino, F., & Bazerman, M. H. (2014). Morality rebooted: Exploring simple fixes to our moral bugs. Research in Organizational Behavior, 34, 63-79. Brightspace 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
Optional Reading 1:	Dovidio, J. F., & Gaertner, S. L. (2005). Color blind or just plain blind. The Nonprofit Quarterly, 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:	Project Implicit	
Optional Exercise 2:	Parable of the Polygons	

Memo	Assignment
Team memo:	Amabile, T. M. & Schatzel, E. A. (2003). The Satera team at Imatron Systems, Inc. (A). Harvard Business School Case 9-803-141. In course pack. Due March 2nd at noon. Name your Word document: Memo1_team number_team name,_your last names (e.g. Memo1_Team1_Stars_Satterstrom, Lee, Gutierrez)

Class 6 – March 6, 2023

Learning Objective

Today	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

Class 6	Inclusion and Networks	Activity in class
Reading 1:	Thomas-Briefeld, S. (2017). How to think differently about diversity in nonprofit leadership: Get comfortable with discomfort. Nonprofit Quarterly. Available online: https://nonprofitquarterly.org/2017/04/10/think-differently-diversity-nonprofit-leadership-get-comfortable-discomfort/	Class 6 slides
Reading 2:	Creary, S.J., Rothbard, N., & Scruggs, J. 2021. Improving workplace culture through evidence-based diversity, equity, and inclusion practices . The Wharton School of the University of Pennsylvania.	
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
Optional reading 1:	Nishii, L. H., Khattab, J., Shemla, M., & Paluch, R. M. (2018). A multi-level process model for understanding diversity practice effectiveness. Academy of Management Annals, 12(1), 37-82. NYU Brightspace PDF .	
Optional reading 2:	Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. Harvard Business Review, 94(7-8), 52-60. NYU library.	
Optional resources:	Creary, S. (2021). Evidence-based tips, strategies, and takeaways	

Assignment	Post-Class 6 Work
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 by Thursday, March 9th at noon.
Reminder:	Work on Memo 2 (Carolina for Kibera) available through the NYU library (note: you cannot save or print the document, it’s a free digital version) due Thursday, March 23rd at noon

Class 7 – March 20, 2023

Learning Objective

Today	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

Class 7	Negotiation	Activity in class
Exercise:	Thomas Kilman Conflict assessment. Complete before the start of class. PDF in NYU Brightspace	Class 7 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.	
Optional reading 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.	
Optional reading 2:	Hernandez, M., Avery, D. R., Volpone, S. D., & Kaiser, C. R. (2018). Bargaining while Black: The role of race in salary negotiations. Journal of Applied Psychology, 104(4), 581-592. NYU Brightspace PDF.	
Optional reading 3:	Bowles, H. R., Thomason, B. J., & Bear, J. B. (2019). Reconceptualizing What and How Women Negotiate for Career Advancement. Academy of Management Journal. NYU Brightspace PDF.	

Work	Post-Class 7
Reminder:	Work on Memo 2 (Carolina for Kibera) available through NYU's HBS case study collection (note: you cannot save or print the document, it's a free digital version) due Thursday, March 23rd at noon.

Class 8 – March 27, 2023

Learning Objective

Today	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

Class 8	Motivation	Activity in class
Reading 1:	Black, J. S. & Bright, D. S. (2019). Motivation. In Organizational Behavior, chapter 7 (7.1 – 7.4): https://openstax.org/books/organizational-behavior/pages/7-introduction	Class 8 slides
Reading 2:	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, 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
Optional reading:	Cherry, K. The psychology of flow.	

Assignments	Post-Class 8 Work
Job crafting	Finish your job crafting exercise and post a short reflection on your take-away from this exercise in Discussion before the next class on April 3rd.

Module 3: Designing and Aligning Organizations

Class 9 – April 3, 2023

Learning Objective

Today	Strategy
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

Class 9	Strategy	Activity in class
Reading 1:	Meehan III, W. F., & Jonker, K. S. (2017). Chapter 1 pp. 29-33 (but feel free to skim the rest). Chapter 2 pp.49-76. Engine of impact: Essentials of strategic leadership in the nonprofit sector. Stanford University Press.	Class 9 slides
Case:	Nelson, B.J. & Hummer, A. (2004). Mission expansion: The origins of the YWCA’s anti-racism campaign. In Nelson, B. Leadership and Diversity: A Case Book. 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? Explain the strategy 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? 3. What advice would you give Helen Claytor, the national YWCA President, and Edith Lerrigo, the Executive Director, about how to implement the One Imperative in a federated organization with a good deal of local autonomy?	Case discussion
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#.VebJzCXu77	

Assignment	Post-Class 9 Work
Reminder:	Work on your gap and root causes paragraph due Thursday, April 13th at noon

Class 10 – April 10, 2023

Learning Objective

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

Class 10	Alignment & Structure	Activity in class
Reading 1:	The congruence model: A roadmap for understanding organizational performance. Mercer Delta. NYU Brightspace PDF .	Class 10 slides
Reading 2:	Bright, D. S. & Cortes, A. H. (2019). External and internal organizational environments and corporate culture . In Principles of Management chapter 4 (4.1 – 4.4)	
Reading 3	Altman, E.J., Schwartz, J., Kiron, D., Jones, R., & Kearns-Manolatos, D. (2021). Workforce Ecosystems: A New Strategic Approach to the Future of Work. MIT Sloan Management Review. pp. 3-8, 12-17. NYU Brightspace .	
Case:	Galunic, C. & Tierney, W. D. (2015). Wildfire entertainment: Organizational Structure Archetypes. INSEAD. In the coursepack. 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

Assignment	Post-Class 10 Work
Reminder:	Please submit your 1-paragraph write-up in Assignments by Thursday, April 13th at noon. <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.
Start working	Please follow the instructions for the Reflected best self exercise due May 1st by class start . Start contacting people who know you well so that you collect their stories of you over the next few weeks and have time to analyze and write your self-portrait and reflection.

Class 11 – April 17, 2023

Learning Objective

Today	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

Class 11	Organizational culture	Activity in class
Reading 1:	Schein E. H. (2016). Organizational culture and leadership defined (pp.3-7). The three levels of culture (Ch2, pp. 17-30). Organizational culture and leadership: A Dynamic View. San Francisco: Jossey-Bass Inc. NYU Brightspace PDF.	Class 11 slides
Reading 2:	Barsade, S., & O’Neill, O. A. (2016). Manage your emotional culture. Harvard Business Review, 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. Harvard Business Review, 74(5), 79-90. NYU library.	

Assignment	Post-Class 11 Work
Reminder:	Prepare for your Monday, April 24th presentation.
Reflected Best Self	Reflected Best Self exercise – post in Assignments by the start of Class 13
Final Review:	Start studying for the final exam and bring questions for us to cover in class.

Class 12 – April 24, 2023

Group presentations + Final exam review

Congruence model presentation. Each team will have 4 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.

MEMO 3: Congruence Model Analysis Part 2 is due **Thursday, May 4th at noon.**

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

Module 4: Leading Change
Class 13 – May 1, 2023

Learning Objective

Today	Creating change within or across organizations, communities, policy areas
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- a. Understand the basic elements of using your story to create change
- b. Understanding how to convey information convincingly and succinctly
- c. Understanding the individual, team, organizational, and leadership components of leading change.

Class 13	Approaches to leading change	Activity in class
Reading 1:	Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. Harvard Business Review, January, pp. 96-103. NYU library.	Class 13 slides
Reading 2:	Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2018). Organizational Change. Chapter 12 in Managing human behavior in public and nonprofit organizations. CQ Press. 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)	
Reflected Self reading assignment due	Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. Harvard Business Review, 83(1), 74-80. NYU library	
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. Academy of Management Journal, NYU Classes PDF. This article is summarized in this video: https://www.youtube.com/watch?app=desktop&v=jcu_MU7UieQ&feature=youtu.be .	
Optional video:	Watch this public speaking for quiet people video: (https://www.youtube.com/watch?v=Egq6IPUMgh4)	

Assignment	Team memo due
Final memo:	Please submit in Assignments by Thursday, May 4 at noon

Class 14 – May 8, 2023

Learning Objective

Today	Bringing it all together
a.	How to use different team forms for a common purpose
b.	How to make inclusive decisions quickly
c.	How to create negotiation spaces from the outside in
d.	How to build and wield collective power
e.	How to hold tensions (e.g., hope and tactics) to work effectively under overwhelming odds

Class 14	M&L Capstone case	Activity in class
Reading 1:	Ganz, Marshall. 2010. Leading Change. In Nohria & Khurana (ed.) Handbook of Leadership Theory and Practice. Harvard Business Press. (Skim for content). N NYU Brightspace PDF .	Class 14 slides
Reading 2:	Satterstrom, P., Nisenkier, R., & Quinn, A. The Fund Excluded Workers Campaign. Will best posted in April.	
Review:	Review and reflect on your CliftonStrengths	

Final Exam

Final exam will be emailed after class on May 8th and will be due on May 19th at 11:55pm.

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.
Power for change	Lingo, E. L & McGinn, K. L. (2020). A new prescription for power. <i>Harvard Business Review</i> , 98(4), 66-75.
Leadership	Gallo, A. (July 26, 2012). Why aren't you delegating? HBR The science of success podcast. (2017). Evidence reveals the most important skill of the 21 st century (self-awareness) with Dr. Tasha Eurich.
Increasing equity	<ul style="list-style-type: none"> • Kaplan, S. (2020). Why the 'business case' for diversity isn't working. Fast Company • Druhan, C. (2020). Moving beyond the business case for queer and trans inclusion. IN Magazine • Morgan Roberts, L. & Mayo, T. (2019). Toward a racially just workplace. (Part of a 5-part series on "Advancing Black Leaders"). HBR • 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. HBR • Creary, S. website • 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.
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
Negotiation	<ul style="list-style-type: none"> • Gallo, A. (March 17, 2016). How to disagree with someone more powerful than you. HBR.
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

Meetings	<ul style="list-style-type: none"> • Whetten, D. A., & Cameron, K. S. (2005). Conducting Meetings. In Developing Management Skills (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. HBR: Giving Feedback. • Nawaz, S. (2020). How managers can support remote employees. HBR: Communication. • Carucci, R. (2020). How to manage an employee who's struggling to perform remotely. HBR: Managing People. • Larson, B.L., Vroman, S.R., & Makarius, E. E. (March 18, 2020). A guide to managing your (newly) remote workers. HBR: Leading Teams
Virtual meetings	<ul style="list-style-type: none"> • Axtell, P. (2016). What everyone should know about running virtual meetings. HBR • Axtell, P. (2016). When your boss is terrible at leading meetings. HBR • Hale, J., & Grenny, J. (2020). How to get people to actually participate in virtual meetings. HBR • Molinsky, A. (2020) Virtual meetings don't have to be a bore. HBR • Raffoni, M. (2020). 5 questions that (new) virtual leaders should ask themselves. HBR
Teams	
Videos about teams	<ul style="list-style-type: none"> • Professor Leigh Thompson (she and I think similarly / differently about topics) • How to build trust on your virtual team
Books about teams	<ul style="list-style-type: none"> • Hackman, J. R., & Hackman, R. J. (2002). Leading teams: Setting the stage for great performances. Harvard Business Press. • Wageman, R., Nunes, D. A., Burruss, J. A., & Hackman, J. R. (2008). Senior leadership teams: What it takes to make them great. Harvard Business Review Press. • Hackman, J. R. (2011). Collaborative intelligence: Using teams to solve hard problems. Berrett-Koehler Publishers. • Thompson, L. L., & Thompson, M. (2008). Making the team: A guide for managers. Pearson, 6th Ed. • She has many popular press articles
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
Virtual teams	<ul style="list-style-type: none"> • Ferrazzi, K. (2014). Getting virtual teams right. Harvard Business Review, 92(12), 120-123. • Bakken, R. (2018). Challenges to managing virtual teams and how to overcome them. • Gardner, H. K. and Matviak, I. (2020). Coronavirus could force teams to work remotely. HBR: Leading Teams. • Greer, L. (2020). Why remote work makes teams (and leaders) better.

Leading teams	<ul style="list-style-type: none">• Prof Amy Edmondson's Ted Talk: How to turn a group of strangers into a team• Articles and podcasts compiled• Watkins, M. D. (2016). Leading the team you inherit. HBR• Duhigg, C. "What Google learned from its quest to build the perfect team." The New York Times. 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.
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