

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

CORE-GP-1020-Section 002 Management & Leadership Spring 2023

Instructor Information

Name	Role	Email Address	Office Address	Office Hours
Martha E. Stark	Professor	Martha.Stark@nyu.edu	395 Lafayette, Room 3040C	Tuesdays 2:00-5:00 and by Appointment
Jacqueline Rames	Course Assistant	JR3090@nyu.edu		

Course Information

Class Day	Class Time	Class Format Class Location
Wednesday	4:55-6:35 pm	In Person 181 Mercer Street, Room 302 (If absolutely needed due to illness or other personal circumstances, you may join class using the zoom link on our Brightspace site or here .)

Course Prerequisites

- None

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

Course and Learning Objectives

The course combines conceptual and experiential approaches into five general areas:

1. Leadership Approach—Know Thyself First
2. Teams and teamwork
3. Interpersonal dynamics
4. Designing and aligning organizations
5. Leading change

Readings will introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies, exercises, and in-class or virtual discussions provide opportunities to apply theories, concepts, and research findings to 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 skillsets are 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 skillsets are 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 skillsets are 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.

“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)

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

Textbook

- Griffin, Ricky W., Phillips, Jean M., Gully, Stanley M., [Organizational Behavior: Managing People and Organizations, Cengage](#), 13th Ed., 2020, ISBN-10: 0-357-04250-6, ISBN-13: 978-0-357-04250-2 (hereafter referred to as **Griffin**). Available to [rent](#) (\$36) as a hardcopy or as an [e-book](#) (\$55).

NOTE: If you are taking this course along with Statistical Methods (CORE-GP 1011), you may want to purchase the e-book for this course directly through the publisher as part of [Cengage Unlimited eTextbooks](#). You will receive the e-books for **both courses** for a single price of \$69.99 (and have the option of renting hardcopies for \$7.99/each). Contact wagner.onlinecourses@nyu.edu if you have any questions about this option.

Assessments

- Emotional Intelligence-Take the Mind tools quiz below:
 1. [Take the Mind Tools Emotional Intelligence Quiz](#): Free 15 question assessment, you may have to register your email address on the site. The questions from the test are also on the Emotional Intelligence tab in this [google sheet](#).
Optional: If you are really interested in emotional intelligence, these other two tests are available.
 2. [Take the IHHP Quiz](#): Free 17 question assessment from the Institute of Health and Human Potential.
 3. [Psychology Today Emotional Intelligence Test](#): Free 145 question assessment that provides summary results, you must pay \$9.95 for complete results.
- [CliftonStrengths for Students Top 5](#) (\$20 if you register with your student email). Submit your results next to your name on the strengths tab on our google sheet.
- Motivation-Take the Mind tools quiz below:
 1. [Take the Mind Tools Motivation Quiz](#): Free 12 question assessment, you may have to register your email address on the site. The questions from the test are also on the Motivation tab in this [google sheet](#).
Optional: If you are really interested in motivation, this other test is available.
 2. [Psychology Today Career Motivation Quiz](#): Free 102 question assessment that provides summary results, you must pay \$6.95 for complete results.

Case Study Course Packs

- A course pack containing the case studies is available for [purchase here](#) (\$29.75).

Simulation Course Pack

- A course pack containing the three (3) simulations is [available here](#) (\$40.00).

Articles

- We will be reading several case studies and articles that, where possible, will be made available on our [Brightspace](#) site for free.

Assessments, Pre-Class Quizzes, Assignments, and Evaluation

At the beginning of the semester, you will be placed on a 5-person team. You will be required to work with your team on simulations, case study reviews, and some other assignments. However, most of your final grade will be based on assignments that you are responsible for completing individually and independently.

Individual Assessment, 70.0%

Participation: contribution to discussion & learning, **12.5%**

- Your active participation in class discussions is important and essential. Your grade will be based on both the quantity and quality of your comments. We recognize that students will want to participate in different ways. We want to provide opportunities for you to contribute in ways that highlight your strengths and comfort level. If you are not comfortable speaking publicly, share your thoughts within your 5-person team.

Our course assistant will keep track of your participation throughout the semester. At the end of the semester, you may also be asked to grade your own participation as well as the participation of your classmates. The grade that you provide for yourself and classmates will be blended with the course assistant's and instructor's assessment of your participation and contribution to the discussions and learnings.

For all participation, infrequent quality comments that show preparation and insight are valued more than the number of comments. And, it is fine to invoke the "ditto" rule or a more modern—that was dope—to signify your agreement with the sentiments being expressed.

Assessments, 5.0%

- You will be required to complete several "know yourself" assessments during the semester including identifying your: strengths using Clifton's strengthsfinder, Myers Briggs Type Indicators, conflict style, implicit biases, and leadership style. You will receive credit for completing the assessments. You may want to compile and keep your assessment results in a journal. All of your assessment results should be entered onto [this google sheet](#) in the appropriate tab.

Individual Case Study Memoranda, **20.0%**

- Reading and reflecting on case studies is an important part of the course work. Productive discussion depends on you reading and analyzing the materials beforehand and presenting your thoughts and analysis supported by evidence in the memos. You will be responsible for completing four to five case study memos.

Simulations and Exercises, **7.5%**

- We believe we often learn best by doing and by play. Therefore, you will be participating in three (3) simulations included in the [simulation coursepack which can be accessed here](#). Each student must individually register for and [purchase the simulation coursepack](#). The [simulation coursepack](#) cannot be shared as each student needs to be able to access the simulation at the same time.
 - 1) A simulated climb of **Mount Everest** to learn: (i) how teams can improve the way they make decisions; (ii) how opposing interests and asymmetric information affect team dynamics; (iii) how leaders shape team decision-making and performance in competitive and time-sensitive situations; (iv) how teams and their leaders deal with tradeoffs between short-term task completion and longer-term team effectiveness, and (v) how cognitive biases impair decision making (**2.5%**). Your grade for this exercise will be based on the percent of your individual goals that you achieve during the exercise.
 - 2) A leadership simulation entitled: **Patient Zero** to better understand leadership, team dynamics, decision-making, the tension between stated goals and actual behavior, and resilience (**2.5%**). Your individual grade for this exercise will be based your response to two post simulation reflection questions and your forthright responses to confidential questions about how comfortable you were with your team's decisions during the simulation. **(WARNING: THIS SIMULATION WAS CREATED BEFORE THE COVID PANDEMIC. HOWEVER, THE**

SIMULATION MAY BE DISTRESSING BECAUSE IT SIMULATES DECISIONS THAT WOULD HAVE TO BE MADE IN AN UNRELATED ZOMBIE PANDEMIC.)

- 3) An organizational behavior simulation entitled: **Leveraging Networks** to understand the power and importance of networks and demonstrate (i) how the properties of one's network affect one's ability to derive benefits from it; and (ii) change perceptions of networking as selfish, opportunistic, or insincere by recognizing its benefits and potential for reciprocity (**1.0%**). Your score will be based on your participation in the simulation.
- In addition, there will be two exercises (**1.5%**) where you will receive full credit just for participating:
 - 4) Allocating and advocating for a hypothetical candidate for a kidney transplant to understand decision-making and the power of persuasion (.75%).
 - 5) A two-part negotiation exercise to hone or develop your skills (.75%).

Pre-Class/Post-Griffin Chapter Reading Discussion Questions, 5.0%

- While I trust and believe that you will do all of the Griffin textbook reading assignments because you know the value of being prepared for class, you will be responsible for posting comments to pre-class/post-chapter reading discussion questions about several of the chapters in our textbook. The discussion questions will be available on our Brightspace site.

Final Exam, 20.0%

- There will be an open book take home final exam that will be released at noon on Monday, May 9th and is due Wednesday, May 18th at, or before, 11:55 pm eastern standard time.

Team Assessments, 30.0%

Team Launch, 2.0%

- You will be assigned to a five-person team in the beginning of the semester. You will meet as a team to discuss your strengths and how you want to work together. Your team will submit a completed team launch document documenting your team agreement.

Mount Everest Simulation Climb-Team Score and Debrief Memorandum, 5.0%

- **Team Score:** Your team will participate in a simulated climb of Mount Everest. Your team score will be based on the percent of the goals you achieve as a team. (**2.5%**)
- **Debrief Memorandum:** Your team will complete a memorandum answering questions about your Mount Everest climb. The question prompts for the memorandum will be posted on Brightspace. (**2.5%**)

Leadership Simulation Patient Zero-Team Score, 2.5%

- A leadership simulation entitled: **Patient Zero** to better understand leadership, team dynamics, the tension between stated goals and actual behavior, and resilience. Your grade for this part of the exercise will be based on your team's country results which will include information about the percent of people infected, the country morale, and the likelihood of societal collapse. (**WARNING: THIS SIMULATION WAS CREATED BEFORE THE COVID PANDEMIC. HOWEVER, THE SIMULATION MAY BE DISTRESSING BECAUSE IT SIMULATES DECISIONS THAT WOULD HAVE TO BE MADE IN AN UNRELATED ZOMBIE PANDEMIC.)**

Analytical Case Study Memoranda, 10.0%

- As a team, you will submit two (2) case study memoranda for [Marie Trelly Kane](#) and [Carolina for Kibera](#). The prompts for the case study memo assignments will be more fully described on Brightspace.

Congruence Management Model Team Presentation, **10.0%**

- Your team will prepare a 7–8-minute PowerPoint presentation for Class session #13 analyzing a management-related issue that you choose. (More details will be provided later in the semester.) Your team should submit the slide deck right before class via Brightspace or email the presentation to the course assistant or me.

Assignment Instructions

Students are expected to be prepared for class discussions and participate fully by completing the assignments. You will be encouraged to share your own experiences and opinions relevant to the topics being explored. A grading rubric will be posted in Brightspace. Except as otherwise indicated, assignments are due on, or before, noon on the day that our class meets.

For the Individual Case Study Memo:

First, read the assigned case. Second, review information about the congruence model and other class materials and readings. Third, analyze the case independently and recommend a course of action specific to the case.

Your analysis will be in the form of a written recommendation memorandum and is not to exceed three single-spaced pages. This structure can generally be used for your memo:

- A. A one-paragraph summary labeled Executive Summary. What is the organization's purpose, the context, key issue, and your recommendation?
- B. Background. Why is the organization facing these issues? Identify the root causes.
- C. What are your specific recommendations? Include your rationale and alternatives.
- D. Next Steps. How should your recommendations be implemented? What are the priorities, timeline, and required resources?

You have only three pages to get your message across. Use a simple and direct style, putting your recommendation in the first paragraph as to create a "hook" for your memo to encourage your manager to continue reading. Use one-inch margins and Times New Roman 12-point font. If you use outside research to support any of your recommendations, list references on a concluding page, separate from the three-page memo.

For the Three (3) Analytical Team Case Study Memoranda Assignments:

- A. In your team, discuss your varied responses to the case and come up with one response to submit on the Brightspace course site. This may require negotiation skills on your part, as your teammates may have different ideas about the best solutions for the case. You may meet virtually as a team outside of class time using whatever mechanism you choose.
- B. Post your team's completed responses to the specific questions posed on Brightspace.

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:

- 1) **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.

2) **Format:**

- Address a specific person.
- Open with a very brief on-paragraph summary. What is the organization's purpose, 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 to three pages (not including the cover page), single-spaced, one-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 the Brightspace course site.

3) **Grading:** There is no single right answer, but there are stronger and weaker memos.

- 25 pts are allocated for the analysis of the problems/opportunities and root causes.
- 25 points are allocated for the articulation of the organization's purpose and the strength and relevance of your recommendations.
- 25 points are allocated for demonstrating strong critical thinking skills and the application of the course materials to the problems/opportunities.
- 15 points are allocated for the quality of your writing.
- 10 points are allocated for the organization of ideas and format.

Final Project Assignment-Presentation

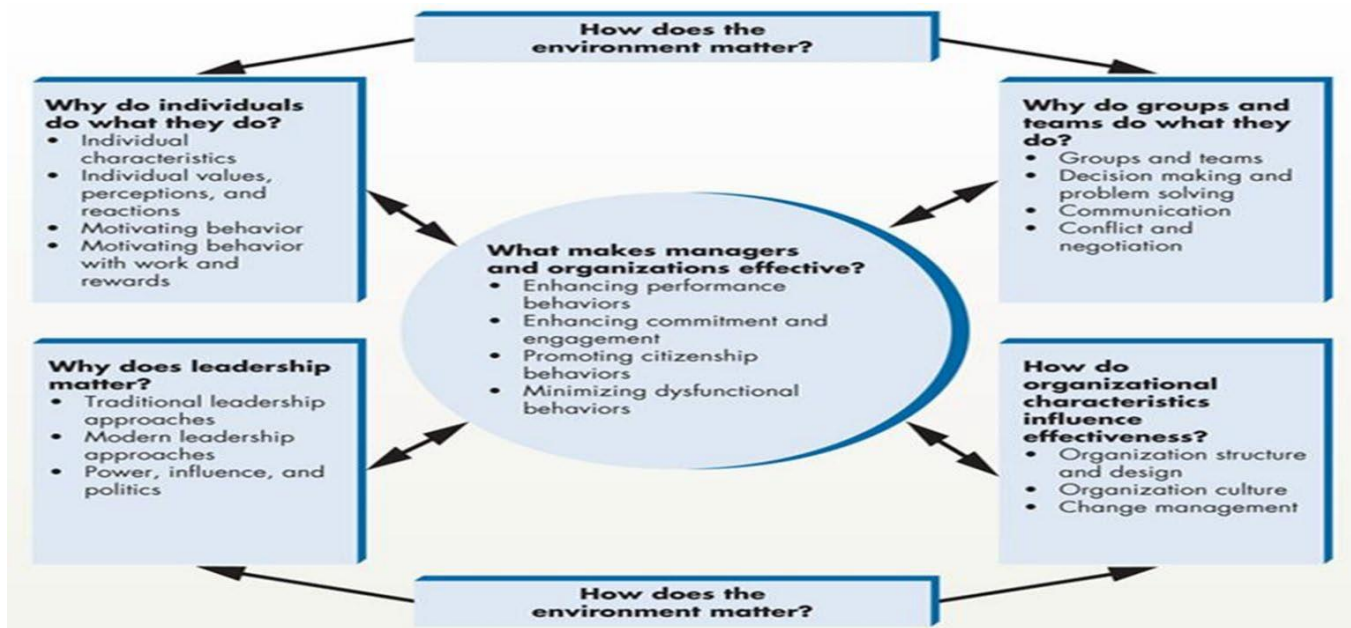
You will be required to choose either an issue identified by a teammate or an issue from one of the case studies from class. Using the congruence model, you will thoroughly analyze the issue identified and provide recommendations to leaders within the organization. You will prepare a power point presentation. The presentation will take place during our last class.

For the presentation, wherever possible, use visual cues or graphics rather than text-heavy slides. Plan for each member of your team to have an opportunity to present. You will be graded on your inclusion of all teammates in the presentation.

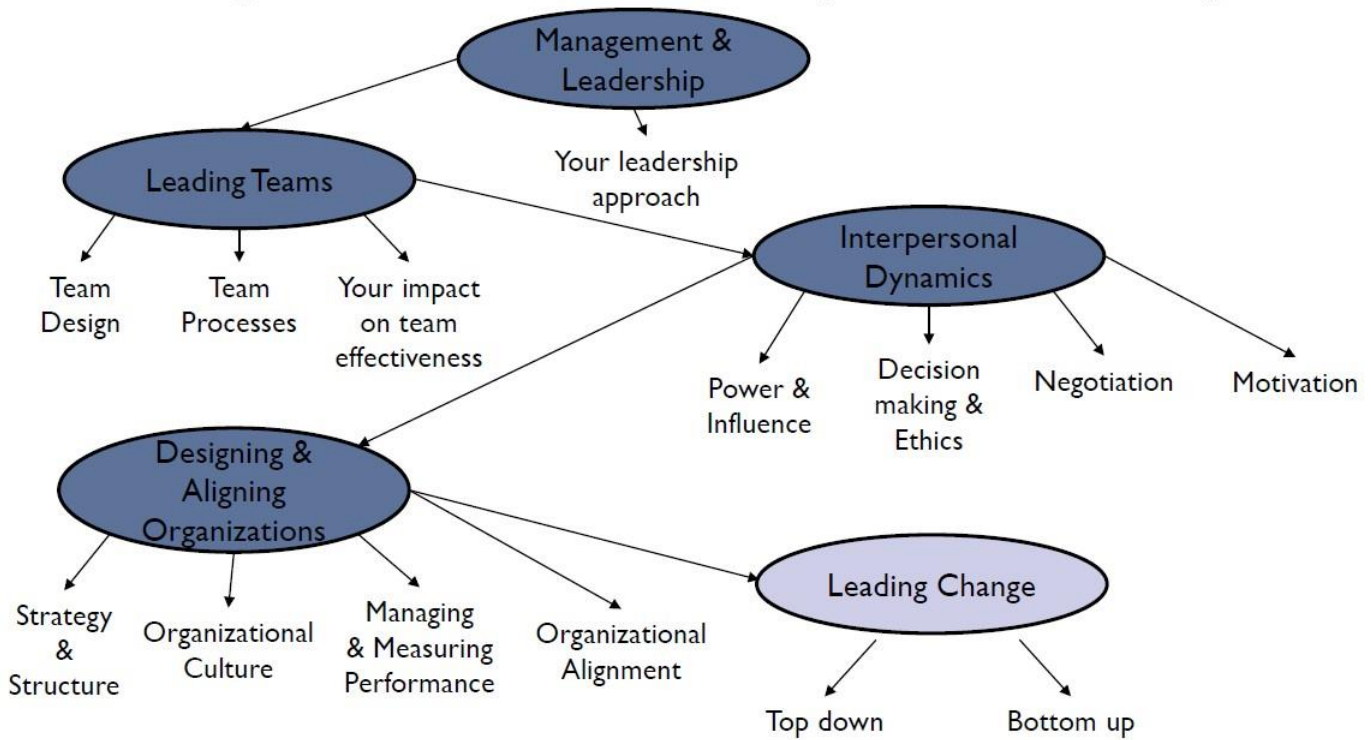
Late Submission Policy for Assignments

Extensions will be granted in cases of emergency, out of respect to those who abide by deadlines despite challenging schedules. Late submissions without approved extensions will be penalized 10% per one-week period and no late assignments will be accepted three weeks after the deadline.

COURSE MAP



Management & Leadership Course Map



Semester Overview for Stark's Management & Leadership Section Based on Course Maps

Week	Topic	Dates (Wednesday)
1	Course Introduction, Goals, Organizations: Overview	1/25
2	Individuals/Your Leadership Approach: Differences, Values, Bias, Perceptions, and Reactions Thinking About Assessing Organizational Effectiveness- The Congruence Model	2/1
3	Individuals/Interpersonal Dynamics: Motivation: Behavior, Work and Rewards	2/8
4	Groups and Teams: Team Design, Team Launch	2/15
5	Groups and Teams: Leading Teams, Everest Simulation Climb	2/22
6	Groups and Teams Everest Simulation Debrief	3/1
7	Decision Making, Problem Solving, and Communication	3/8
8	Conflict and Negotiating	3/22
9	Leadership: Traditional, Contemporary Views	3/29
10	Power, Influence, and Politics	4/5
11	Structure and Design	4/12
12	Organizational Culture	4/19
13	Team Presentations	4/26
14	Change and Change Management	5/3
Take Home Open Book Final Exam Released Monday, May 9, 2023, at Noon (eastern standard time) Exam Due Wednesday, May 17, 2023, at or before, 11:59 pm (eastern standard time)		

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Course Points	GPA Points	Criteria
A	> 93.0	4.0	Excellent: Exceptional work that is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well-written. Work is of exceptional, professional quality.
A-	> 90.0	3.7	Very Good: Strong work shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
B+	> 87.0	3.3	Good: Sound work; well-reasoned and thorough, methodologically sound. Student has fully accomplished the basic objectives of the course.
B	> 83.0	3.0	Adequate: Competent work even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations.
B-	> 80.0	2.7	Borderline: Weak work; meets the minimal expectations. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate.
C+	> 77.0	2.3	Deficient: Inadequate work; does not meet the minimal expectations. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence.
C	> 73.0	2.0	
C-	> 70.0	1.7	
F	< 70.0	0.0	Fail: Work fails to meet even minimal. Performance is consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

Course Structure

Management and Leadership is a required core course for all Wagner students. Pre-COVID the course met for a longer period, but the course now meets for just 100 minutes. Therefore, you may be expected to complete about 30-60 minutes of pre-work before each class individually or in some instances with classmates.

The general class structure will be:

- Check-In: Management and leadership in the news/ What is going on in your management and leadership world? Reflections on/Opportunities to Use Materials? (10-15 minutes)
- Case Study/Material Discussion-Think/Pair/Share (10-15 minutes)

- Lecture, Discussion, In Class Activity/Exercise (40-60 minutes)
- Concluding Thoughts/ Preview of Assignments for Next Class (5 minutes)

Detailed Course Overview				
Week #	Date	Topic	Textbook Reading, and Articles	Assignments Assessments, Case Study Memos, Video(s) Simulation/ Exercises
1	1/25	Course Introduction; Know Yourself	Read: The Three Dimensions of Effective Management	On the class Google Sheet : 1) Tell us about yourself on the Introduction Tab 2) Complete the Myers Briggs Type Indicators Test ; and Enter your results on the MBTI Tab 3) Complete the Emotional Intelligence Test and Enter Your results on the Emotional Intelligence tab
2	2/1	Individuals: Differences, Bias, Values, Perceptions, and Reactions Organizations: How to Assess	Read: 1. The Congruence Model and Tushman, Congruence Model Articles 2. How Diversity Works 3. The Responsibility to Craft Purposes. 4. Always Start with Purpose. 5. Management is (Still) Not Leadership 6. How Emotionally Intelligent Are You?	1. Purchase and Complete the Strengths Assessment ; and Enter Your 5 Strengths Results on the Strengths Tab in the Class Google Sheet 2. Register and Take Any Two (2) Implicit Association Tests , Enter Your Results on the tab on the Class Google Sheet 3. Watch Lollipop Leadership Video and Emotional Intelligence Video

Detailed Course Overview

Week #	Date	Topic	Textbook Reading, and Articles	Assignments Assessments, Case Study Memos, Video(s) Simulation/ Exercises
3	2/8	Motivating Behavior, Work and Rewards	<p>Read:</p> <ol style="list-style-type: none"> 1. Griffin Chpts 5 and 6 2. Motivating People 3. How Self-Motivated Are You? 	<ol style="list-style-type: none"> 1. Complete the Self-Motivation Assessment and enter the responses on the Motivation-Entry tab on the Introduction and Assessments Google Sheet 2. Submit Responses to Griffin Chapter 5 Questions on Discussion Board 3. Read and Submit Individual Case Study Memo: Job Crafting Burt's Bees (from Coursepack) 4. Watch: Truth About What Motivates Us and Strengths-Based Leadership Video
4	2/15	Team Launch	<p>Read:</p> <ol style="list-style-type: none"> 1. The Secrets of Great Teamwork 2. Griffin, Chapt 7 	<ol style="list-style-type: none"> 1. Read and Submit Individual Case Study Memo: Fostering Success 2. Watch How to turn a group of strangers into a team video 3. Submit Responses to Griffin Chapter 7 Questions on Discussion Board 4. Complete Individual Parts before Class, Work with Team during Class and Submit One Combined Team Document after Class Team Launch Document
5	2/22	Groups and Teams, Everest Simulation Climb	<p>READ</p> <ol style="list-style-type: none"> 1. Can your employees really speak freely? 2. How management teams can have a good fight 3. Description of YOUR EVEREST ROLE 	<ol style="list-style-type: none"> 1. Read Marie Trellu-Kane Case Study and Submit TEAM Case Study Memo 2. WATCH THE Mount Everest HOW TO PLAY VIDEO (From SIMULATION COURSEPACK) 3. Climb Mount Everest During Class Session (From Simulation Coursepack)

Detailed Course Overview

Week #	Date	Topic	Textbook Reading, and Articles	Assignments Assessments, Case Study Memos, Video(s) Simulation/ Exercises
6	3/1	Groups and Teams, Everest Simulation Debrief	Read: 1. The Leadership Lessons of Mount Everest 2. Lessons from Everest	1. Complete the “Concept Leadership-Entry” tab . 2. SUBMIT Team Case Study Memo and Climb Reflection: Mount Everest-1996 (From Coursepack)
7	3/8	Decision Making, Problem Solving, and Communication	SKIM: 1. Griffin Chpts 8 and 9 2. Kidney Exercise Description	1. Enter Your Rankings for Who Should Receive the Kidney on the tab in the Google Sheet . 2. Submit Individual Case Study Memo-Chatty Accusations (from Coursepack)
MARCH 15-SPRING BREAK!!!!!!				
8	3/22	Conflict and Negotiating	Read 1. Griffin Chapt 10 2. 10 Negotiation Tips 3. Confronting Lies & Deception	1. Complete Thomas Kilmann Conflict Assessment and Enter Results on Conflict Tab on Google Sheet 2. Watch Negotiating-Getting What You Want Video 3. Submit Responses to Griffin Chapter 10 Questions on Discussion Board 4. Participate in Negotiation Exercises during class

Detailed Course Overview

Week #	Date	Topic	Textbook Reading, and Articles	Assignments Assessments, Case Study Memos, Video(s) Simulation/ Exercises
9	3/29	Leadership: Traditional, Contemporary Views	<p>Read:</p> <p>1. Griffin Chapters 11 and 12</p> <p>2. 5 Principles of Adaptive Leadership</p> <p>3. How to Play Patient Zero Simulation Information (From Simulation Coursepack)</p>	<p>1. Read and Submit Individual Case Study Memo: Negotiating from the Margins (from Coursepack)</p> <p>2. Watch 10 Leadership Theories Video</p> <p>3. Participate in Leadership: Patient Zero Simulation during Class Session (from Simulation Coursepack)</p>
10	4/5	Power, Influence, and Politics	<p>Read</p> <p>1. Griffin Chapter 13</p> <p>2. Article, Practical Guide to Social Networks</p>	<p>1. Complete Politics and Power Assessment and Enter Results on Politics tab on Google Sheet</p> <p>2. Submit Team Answers to Debrief Questions from Patient Zero Simulation</p> <p>3. Read and Submit Individual Case Study Memo: Google LLC-The Diversity Manifesto (From Coursepack)</p> <p>4. Complete Networking Simulation During Class (From Simulation Coursepack)</p>

Detailed Course Overview

Week #	Date	Topic	Textbook Reading, and Articles	Assignments Assessments, Case Study Memos, Video(s) Simulation/ Exercises
11	4/12	Structure and Design	<p>Read</p> <ol style="list-style-type: none"> 1. Griffin Chapter 14 2. Article, Organizational Structure and Burnout 3. Article, Organization Design 4. How to Manage Work without Formal Authority 	<ol style="list-style-type: none"> 1. Read and Submit Individual Case Study Memo: Wildfire Entertainment (from Coursepack) 2. Submit Responses to Griffin Chapter 14 Questions on Discussion Board
12	4/19	Organizational Culture	<p>Read:</p> <ol style="list-style-type: none"> 1. Griffin Chapter 15 2. Schein Articles on Culture 	<p style="text-align: center;">Submit</p> <ol style="list-style-type: none"> 1. Read and Submit Team Case Study Memo: Carolina for Kibera
13	4/27	Prepare and Present Team Presentations		
14	5/3	Change and Change Management	<p>Read</p> <ol style="list-style-type: none"> 1. Griffin Chapter 16 2. Skim, Kotter 8 Steps to Accelerate Change 	<ol style="list-style-type: none"> 1. Complete Your Orientation Toward Change Assessment and Enter Results on tab in Google Sheet 2. Read and Submit Individual Case Study Memo: The Perils and Pitfalls of Leading Change: A Young Manager's Turnaround Journey (from Coursepack)

Course Website Brightspace

The course website can be found on NYU Learning Management System (“NYU LMS” or “Brightspace”), accessible via the “Academics” tab on [NYU Global Home \(http://globalhome.nyu.edu\)](http://globalhome.nyu.edu). Throughout the semester, documents such as lecture slides, homework solutions, and practice exams will be posted to this site. In addition, we will occasionally send emails about course logistics to your NYU email account. Therefore, you should check both the course website and your NYU email account on a regular basis.

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 (Brightspace, 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

If you are enrolled in an online section, or if our in-person class pivots to a remote online setting, you are expected to participate in each class with your Zoom audio and video on (unless circumstances prevent it). 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 LMS (Brightspace) site and are for students enrolled in this course only.

If you are in an in-person section: Every member of our NYU community has the option to wear face coverings if they so choose. As COVID is still with us, please be careful and do not come to class should you be exposed or you’re not feeling well.

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.

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)**