



NYU

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

CORE-GP 1020.001

Management and Leadership

Fall 2023

Instructor Information

- Tom D'Aunno, Ph.D., Professor of Management
- Email: tdaunno@nyu.edu
- Office Address:
- Office Hours: meetings on Zoom by appointment via my email

Course Assistant

- Ruoyu Cai
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- Office hours: meetings on Zoom by appointment via my email

Course Information (Section 001)

- Class Meeting Times: Tuesdays, noon – 1.40 pm
- Class Location: Global Center for Academic and Spiritual Life (GCASL); Room 269 (Washington Square campus)

Course Description

Management and Leadership is designed to develop 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 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. You will encounter a variety of practical and key topics and tools, including mission, strategy, goals, structure, teams, diversity and inclusion, motivation, and negotiation.

Course Design and Approach to Learning

The course combines conceptual and experiential approaches to management and leadership and is divided into three domains of learning and practice: (1) Leadership: leading yourself and others; (2) Teams: building and leading teams; (3) Organizations: structure, systems, strategy and 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 insights and practice your analytic and communication skills.

Course and Learning Objectives

Three learning objectives cut across each class:

1. Analytic thinking and its supporting skillset:
 - 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:
 - 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:
 - a. Recognize the importance of clear communication with stakeholders
 - b. Prepare effective, clear, organized written reports and presentations
 - c. Conduct effective meetings and facilitate group/team discussions

Course Material

- You will find the course syllabus, assignments, exercises, slides, and links to readings on Brightspace. To keep costs down, I am providing you with most of the readings and case studies that copyright allows me to post in Brightspace. There are a few exceptions noted below.
- Materials to purchase: Please purchase the following materials for the course.
 - Required simulation: Everest Simulation for \$15.00. Purchase by 9/26.

Assessment Assignments and Evaluation

Class Teams

You will be assigned a team to work together for the Mount Everest Simulation and the congruence model assignment. You will also have the opportunity to discuss and debate case analyses and recommendations before the class discussion in which you may be called.

Major Written Assignments and Due Dates

There are four major written assignments in this course: Reflection essays (2); case study memos (2); a final team project; and the final exam. All readings, assignments, case studies, and preparation for class must be completed before the start of class as noted in the above schedule. Below you will find descriptions of the major kinds of assignments and their due dates.

Reflection Essays

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

- **Reflection Essay #1** (due date: September 26): Based on class discussions, readings, exercises, and your assessment results from the first three modules of the course, identify your strengths as a leader and manager and identify (3) areas for improvement. Describe a brief plan of action for this semester and the way in which you will track your efforts over the course of the semester including how you will remain accountable for progress.
- **Reflection Essay #2** (due date: December 12): Consider the assessments you took at the beginning of the semester and the personal work you've done to address areas for growth, and reflect on the lessons you are taking away from the course. Use these prompts to guide your writing:
 - What were the opportunities and challenges in addressing the areas of improvement you identified in Reflection Essay #1? What did you do? What did you learn about yourself in the process of more self-aware of your management and leadership skills and style?
 - In what ways has your perspective shifted or not based on our course readings, case studies, simulations? Be specific about what you recall in sequence and include your confusions as well as your emergent understandings that unfolded throughout the semester.
 - Finally, conclude with what you will take with you as you move forward in your professional career at Wagner and beyond.

Final Exam

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" which means you will complete it on your own at home, not in class. Each M&L instructor grades one question using a rubric agreed upon by all M&L instructors. The final exam will be made

available on Brightspace on Wednesday, December 13 after 8:25 pm, and will be due on Friday, December 23 at 11:55 pm

Two Individual Memos

Your purpose in writing these memos is to make recommendations to people who must make decisions about key strategic issues. 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:

- Format:
 - Address a specific person.
 - Open with a very brief on-paragraph executive 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 October 24 at 4 pm.

- 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.

Memo 2

Please submit your memo by November 21 at 4 pm.

- Case: McGinn, K. L., Kutchma, B., & Hammer, C. B. (2012). Carolina for Kibera. Harvard Business School Case 9-913-701.

- Target: Assume you are a consultant hired by Rye Barcott to assess the situation and provide guidance. Please address your memo to Barcott.

Congruence model memo. Please submit by December 5 at 4 pm.

Target: Address an appropriate target in the case study I will assign for the course, and you're your team's memo compelling.

- 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.
- 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.
- 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.
- We will use the same grading point allocation that we used for the previous two memos
 - Each team will prepare a 7–8-minute PowerPoint presentation of its memo for class session #13. Your team should submit the slide deck right before class via Brightspace or email the presentation to the course assistant or me.

Grading

Graded Course Elements	Percent of Final Grade
Weekly active in-class participation (individual)	20%
Two reflection essays (individual)	10% (5% each)
Individual case study memos (2)	30% (15% each)
Team case study memo and presentation (congruence model)	20%
Final exam (individual)	20%

Overview of the Semester

- MODULE 1: COURSE INTRODUCTION; LEADERSHIP AND COMMUNICATION IN

ORGANIZATIONS

- Date: September 5
- MODULE 2: UNDERSTANDING AND MANAGING INDIVIDUAL DIFFERENCES
 - Date: September 12
- MODULE 3: EFFECTIVE LEADERSHIP STYLES
 - Date: September 19
- MODULE 4: PERFORMANCE MANAGEMENT
 - Date: September 26
- MODULE 5: BUILDING AND LEADING HIGH-PERFORMANCE TEAMS: SIMULATION OF THE MOUNT EVEREST CLIMB
 - Date: October 3

NB: Fall break, no class on October 10

- MODULE 6: IMPROVING HOW TEAMS WORK, Part 1
 - Date: October 17
- MODULE 7: IMPROVING HOW TEAMS WORK, Part 2
 - Date: October 24
- MODULE 8: CONFLICT NEGOTIATION AND RESOLUTION
 - Date: October 31
- MODULE 9: FORMAL ORGANIZATIONAL STRUCTURES
 - Date: November 7
- MODULE 10: MANAGING WITH POWER
 - Date: November 14
- MODULE 11: ORGANIZATIONAL CULTURE
 - Date: November 21
- MODULE 12: STRATEGIC THINKING, STRATEGIC MANAGEMENT AND STRATEGY
 - Date: November 28
- MODULE 13: THE CONGRUENCE MODEL REVISITED: TEAM PRESENTATIONS
 - Date: December 5
- MODULE 14: BEST PRACTICES FOR LEADING ORGANIZATIONAL CHANGE
 - Date: December 12

Letter Grades

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

Letter Grade	Points
A	4.0 points
A-	3.7 points
B+	3.3 points
B	3.0 points
B-	2.7 points
C+	2.3 points
C	2.0 points
C-	1.7 points
F	0.0 points

Student grades will be assigned according to the following criteria:

- (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
- (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student 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-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. 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 expected of graduate students.
- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

Detailed Course Overview

MODULE 1: COURSE INTRODUCTION; LEADERSHIP AND COMMUNICATION IN ORGANIZATIONS

- Date: September 5
- Learning Objectives
 - Understand the framework for the course and the congruence model
 - Understand the importance of goal-setting for high levels of performance; develop skills to set goals collaboratively
 - Identify barriers to effective communication and goal-setting in organizations
 - Develop skills to overcome challenges to effective communication and goal-setting
- Readings and Assignments
 - Hill, L. A. (2007). *Becoming the Boss*. Harvard Business Review, 85(1), pp 1-17.
 - Case: Manzoni, J-F., & Barsoux, J-L. (1996). Lee Coker. INSEAD.
 - Tushman & O'Reilly. (2007) *Managerial Problem-Solving: A Congruence Approach*. Harvard Business School Press.

MODULE 2: UNDERSTANDING AND MANAGING INDIVIDUAL DIFFERENCES

- Date: September 12
- Learning Objectives
 - Identify key ways that individuals differ and our reaction to these differences
 - Develop self-understanding through self-assessment
 - Understand your strengths and weaknesses as a leader, manager, and employee

- Develop a plan for self-development that is grounded in self-understanding
- Readings and Assignments
 - First, complete the online Myers-Briggs Type Indicator (MBTI) assessment
 - Next, read: Understanding Your Myers-Briggs Scores (PPT)
 - And then, this online article: Forbes Coaches Council. (2018, March 15). Know Your Myers-Briggs Type Indicator? Use Your Results to Your Advantage. Forbes.com.
 - Optional:
 - Harvard DEIB Assessment
 - [Self-assessment of implicit bias](#)

MODULE 3: EFFECTIVE LEADERSHIP STYLES

- Date: September 19
- Learning Objectives
 - Explain the differences between various leadership styles
 - Know how to adapt styles to situations (adaptive leadership)
 - Be able to adapt to individuals' differing needs in communications
 - Begin a self-development plan to improve leadership effectiveness
- Readings and Assignments
 - Ancona, D., Malone, T. W., Orlikowski, W. J., & Senge, P. M. (2007). In Praise of the the
 - Incomplete Leader. Harvard Business Review, 85(2), 92-102.
 - Gabarro, J.J., & Kotter, J.P. (2005). Managing Your Boss. Harvard Business Review, 83(1), 92-99.
 - Complete Lead Self-Survey and scoring; have access to your results for class
 - Complete the Communication Styles Survey

MODULE 4: PERFORMANCE MANAGEMENT

- Date: September 26
- Learning Objectives
 - Analyze factors affecting individuals' motivation in organizations
 - Provide effective feedback to motivate colleagues
 - Know common pitfalls to providing effective feedback
 - and how to overcome them
- Readings and Assignments
 - Adams, S. (2013, March 11). How To Give Difficult Feedback. Forbes.
 - D'Aunno & Gilmartin. Motivating People (Ch. 4, 82-95)." in L.R. Burns, E.H. Bradley, and B.J. Weiner, eds. Shortell and Kaluzny's Health Care Management: Organization Design & Behavior. Clifton Park, NY: Cengage Learning.
 - Case: Evans, G. (1980). The Road to Hell (A case only). Boston: Harvard Business Publishing.

MODULE 5: BUILDING AND LEADING HIGH-PERFORMANCE TEAMS: SIMULATION OF THE MOUNT EVEREST CLIMB

- Date: October 3
- Learning Objectives
 - Learn when having teams is beneficial and when it is not
 - Thinking through who should be on the team and why
 - Identify the impact of different types of diversity on teams
 - Understand the components for launching an effective team
- Readings and Assignments
 - Preparation for simulation: Before class, please read the instructions for playing the simulation and know the role you are assigned. Please also [log in via Harvard Business Publishing](#) (in the Harvard simulation course pack) to conduct this system check.
 - Haas, M., & Mortensen, M. (2016). The Secrets of Great Teamwork. Harvard Business Review, 94(6), 70-76.
 - Complete Team Launch Document- prior to class (NB: some sections require you to meet briefly live with you teammates (on Zoom or in person)

NB: Fall break, no class on October 10

MODULE 6: IMPROVING HOW TEAMS WORK, Part 1

- Date: October 17
- Learning Objectives
 - Analyze effective leadership techniques to lead teams Manage team/group processes, relationships, and responsibilities
 - Understand how teams can make decisions more effectively
 - Use frameworks for evaluating team effectiveness
- Readings and Assignments
 - Roberto, M. A., & Carioggia, G. M. (2002, November 12). Mount Everest—1996. HBS No. 9-303-061. Boston: Harvard Business Publishing.
 - Managing Virtual Teams Executive Brief. CEB HR Leadership Council
 - Optional: O'Leary, M. (2017). High Performing Team Launch Checklist.

MODULE 7: IMPROVING HOW TEAMS WORK, Part 2

- Date: October 24
- Learning Objectives
 - Be able to use best-practices to facilitate team problem-solving
 - Know how to run effective team meetings
 - Be able to promote psychological safety for in-person and virtual meetings and teams
- Readings and Assignments
 - Please watch this [12 minute video](#) about how to run an effective meeting and think about how you would adapt this to your organization
 - Roberto, M. A., (2002). Lessons from Everest: The interaction of cognitive bias, psychological safety, and system complexity. California Management Review. 45(1):136-158.
 - Edmondson, A. C. & Daley, G. (Aug 25, 2020). How to Foster Psychological

MODULE 8: CONFLICT NEGOTIATION AND RESOLUTION

- Date: October 31
- Learning Objectives
 - Be able to use evidence-based strategies and tactics for both informal and formal negotiations
 - Know how to prepare for negotiations
 - Analyze the causes of conflict and their symptoms
 - Know the strengths and weaknesses of various approaches to conflict resolution
- Readings and Assignments
 - Byrnes, J. F. (1993). Ten Guidelines for Effective Negotiating. In R.J. Lewicki (Ed),
 - Negotiation: Readings, Exercises, and Cases, pp 25-32. Homewood, IL: Irwin.
 - 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.
 - Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Read the role information and complete survey
 - Thomas Kilmann Conflict assessment. Please complete before the start of class.

MODULE 9: FORMAL ORGANIZATIONAL STRUCTURES

- Date: November 7
- Learning Objectives
 - Describe major types of organizational structures
 - Know strengths and weaknesses of key types of social networks and how they complement formal structure
 - Analyze strengths and weaknesses of main types of formal organizational structures
- Readings and Assignments
 - Case study: Public Architecture
 - Galunic, C. & Tierney, W. D. (2015). Wildfire entertainment: Organizational Structure Archetypes. INSEAD
 - Battilana & Casciaro. The network secrets of great change agents. Harvard Business Review. 2013.

MODULE 10: MANAGING WITH POWER

- Date: November 14
- Learning Objectives
 - Analyze the use of power in achieving organizational goals
 - Identify sources of power
 - Understand the pathologies of power and how to prevent and them
- Readings and Assignments
 - Case study: Elizabeth Parker, A and B cases.
 - Cialdini, R. B. (2003). The Power of Persuasion. Stanford Social Innovation

- Review, 1(2), 18-27
- Long Lingo, E. & McGinn, K.L. (July-August 2020). A new prescription for power. Harvard Business Review, 98(4) 66- 75.

MODULE 11: ORGANIZATIONAL CULTURE

- Date: November 21
- Learning Objectives
 - Describe an organizational culture model
 - Analyze culture as an input to organizational change
 - Build skills to work effectively with individuals from a variety of cultural backgrounds
- Readings and Assignments
 - Edmondson, A. C., Roberto, M. A., & Tucker, A. (2001, rev. 2007). Children's Hospital and Clinics (A). Boston: Harvard Business Publishing
 - Schein E. H. (2016). Organizational culture and leadership defined (pp.3-7).
 - Schein (2016). The three levels of culture (Ch2, pp. 17-30). Organizational culture and leadership: A Dynamic View. San Francisco: Jossey-Bass Inc.
 - Dobbin, F. & Kalev, A. Why diversity programs fail. Harvard Business Review 94.7 (2016): 14.
 - Kalev, A. & Dobbin, F. Companies need to think bigger than diversity training. Harvard Business Review. October 20, 2020.

MODULE 12: STRATEGIC THINKING, STRATEGIC MANAGEMENT AND STRATEGY

- Date: November 28
- Learning objectives
 - Ability to differentiate among strategic thinking, strategy, and strategic planning
 - Demonstrate the process of strategic thinking in a complex setting involving both organizational and interpersonal challenges
 - Understand central concepts of mission and vision in the development of organizational strategy
 - To identify and recognize the difference between strategy and tactics in assessing organizational options in a difficult context
- Readings and Assignments
 - Clark, Dorie. "If Strategy Is So Important, Why Don't We Make Time for It?" Harvard Business Review: June 2018.
 - Berry, T. [How to Write a Mission Statement with 10 Inspiring Examples](#).
 - Meehan, William F. III, "Making Missions That Won't Creep" Stanford Social Innovation Review, Winter 2008; 6;1 (posted on course website)
 - Grand Street Settlement: A Case Study in Strategy. Published January 2017 by Grand St. Settlement and La Piana Consulting

MODULE 13: THE CONGRUENCE MODEL REVISITED: TEAM PRESENTATIONS

- Date: December 5
- Learning Objectives

- Build skills in using the congruence model to diagnose and address causes of organizational dysfunction
- Build skills in teamwork and giving presentations
- Readings and Assignments
 - Re-read: Tushman & O'Reilly. (2007) *Managerial Problem-Solving: A Congruence Approach*. Harvard Business School Press and *The congruence model: A roadmap for understanding organizational performance*. Mercer Delta.

MODULE 14: BEST PRACTICES FOR LEADING ORGANIZATIONAL CHANGE

- Date: December 12
- Learning Objectives
 - Analyze the ways in which strategy, politics, and culture affect organizational change
 - Describe evidence-based practices for leading organizational change
 - Identify common barriers to change and develop strategies to overcome these barriers
- Readings and Assignments
 - Kotter, J. P. (1995). *Leading Change: Why Transformation Efforts Fail*. Harvard Business Review 73(2), 59-68.
 - Optional: Raffaelli, R. (2015) *Leading and Managing Change (Abridged)*. HBS Press. Product #: 416021-PDF-ENG.

NYU Brightspace

All announcements, resources, and assignments will be delivered through the NYU Brightspace site. The instructor may modify assignments, due dates, or other aspects of the course throughout the term. Notification of such modifications will be provided as soon as possible through the Announcements tool on the course website.

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 Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable

Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@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.

Class Policies

Participation

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) calculating attendance and survey /exercise submissions. If you will be absent or delayed, please email the course assistant. You are expected to attend all class sessions and arrive to class on time. Please email me if you will miss class; it is your responsibility to make up all work if absent from class. If more than three or more unexcused absences, your final grade will be negatively reflected in your participation grade. For prolonged absences, the student must notify me, your academic advisor and/or The Dean's Office.

Late Submission Policy for Written Assignments

Late assignments: Please request permission from me at least 48 hours in advance of the due date if you expect your assignment to be late. Late assignments without prior notification will result in a grade of F. If more than three or more assignments are late in the course without prior notification, your final grade will be negatively affected.