



NYU

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

CORE-GP 1020.001 Management and Leadership Spring 2024

Faculty Information

Dr. Vanessa L. Deane, AICP

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Course Assistant Information

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Office hours: Mondays, 2:30-4p via [Zoom](#)

Course Logistics

Time: Tuesdays, 6:45-8:25pm

Location: 194 Mercer St, Room 307

Description

Management and Leadership is designed to empower you with the skills you will need to make meaningful change in the world—whether you care about bike lanes, criminal justice, prenatal care, community development, urban planning, social investment, or something else. Whatever your passion, you can have an impact by leading and managing. In this course, you will enhance the technical, interpersonal, conceptual, and political skills needed to run effective and efficient organizations embedded in diverse communities, policy arenas, sectors, and industries. In class, we will engage in a collective analysis of specific problems that leaders and managers face—first, diagnosing them and then, identifying solutions—to explore how organizations can meet and exceed their performance objectives. As part of that process, you will encounter a variety of practical and essential topics and tools, including mission, strategy, goals, structure, teams, diversity and inclusion, motivation, and negotiation.

Course Design & Pedagogy

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

Readings will introduce key concepts and useful ways of thinking about common situations in managing public service organizations. Case studies, exercises, and class discussions provide opportunities to apply theories, concepts, and research findings to particular situations to hone your managerial and leadership

skills. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

Learning Objectives

There are three learning objectives that cut across each class:

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

Course Material

- [Brightspace Page](#): You will find the course syllabus, assignments, exercises, and links to readings through the NYU library, surveys, and slides
- Course Material: To keep costs down, I am providing you with most of the readings and case studies that copyrights allow me to post in Brightspace.
 - Simulation Coursepack: You only need to purchase the [coursepack](#) (<https://hbsp.harvard.edu/import/1140453>) for the team simulation for **\$26.75 by 2/5, 11:59p** for the professor to set up the simulation on the system's back end.
 - Textbook: We will use several chapters from Management in a Changing World by Imani, Wong and Ahuja. This book is available [online](#) at NYU Libraries or you can [purchase](#) it.

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.

Late Submission Policy for Assignments

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally challenging schedules. Late submissions without approved extensions will be penalized 20% per one-week period.

Wagner Writing Center

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

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.

Class Norms

Participation

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 team. For all participation, infrequent quality comments that show preparation and insight are valued more than the number of comments.

The 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.

Individual Memorandums

You will write two reflection essays, a post-Wildfire simulation memo and one case study memo this semester.

Individual Case Study Memo

Reading and reflecting on case studies is an important part of the course work. Your purpose in writing this two-page memo 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 these assignments (individual and team), explain your reasoning clearly, succinctly, and convincingly to your target audience. When you present your recommendations, make sure they are realistic and take the individuals, context, timing, and other variables in the case into account. A strong memo always considers the most compelling alternative explanations or recommendations, as well as criticisms of your ideas, and makes an argument for why your choices are the best option in this situation.

Teams

You will be assigned to a team at 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.

As a team, you will submit two (2) case study memoranda, participate in simulations and complete a final Organizational Diagnosis project. The prompt for all assignments will be posted on Brightspace.

Team Case Study Memos

In your team, you will 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.

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. Note that you are posting one response per team.

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

Generative AI Policy (ChatGPT, etc.)

The use of ChatGPT and related tools will reduce what you learn in this course. Consequently, the use of ChatGPT, Bard, and other generative AI tools is not allowed in this course. As a reminder, please review [Wagner's Academic Integrity Policy](#).

Remote Instruction and Netiquette

We will meet on Zoom for at least one class session this semester during our regular class time. **You are expected to participate in each class with your Zoom audio and video on.** If you have an extenuating circumstance that inhibits your video from being on, you must email the professor by 4p the day of class. Our online sessions are meant to be just as interactive as they are in person; **thus, having your video off without prior approval may negatively impact your class participation grade.**

Please review Wagner's [Zoom in the Classroom](#) series about classroom etiquette, participation, and more. If class is recorded, students may not share the Zoom classroom recordings. The recordings are kept within the NYU Learning Management System (Brightspace) site and are for students enrolled in this course only.

Grade Change Policy

Students wanting clarification on a particular grade must submit a request in writing explaining their question and, if they are disputing an answer marked wrong, documentation of the grading error with evidence from the text. These requests should be submitted directly to me. You must type and print out any grade appeals, attaching supplemental information as appropriate, and present them to me in hardcopy.

In initiating a re-grading process, please be advised that the entire assignment will be re-evaluated, meaning errors that were not previously identified the first time around may be noted in the second. A re-grade could therefore potentially lead to a lower, rather than a higher, grade.

Course Schedule (see Brightspace for links to readings)

Class Date	Topic & Guiding Question	Readings & Assignments Due
1/23	Introduction to Management and Leadership Guiding question: How can we challenge conventional wisdom about the history and practices of management and leadership?	Chapter 1 - The Fundamentals of Effective Management in Management in a Changing World by Imani, Wong and Ahuja The Incomplete Leader by Russell
Unit 1: The Individual Context		
1/30	Tending to Personal Ecology: Purposeful Leadership Guiding question: How does purpose support a sustainable and resonant	Chapter 2 in The Leader You Want to Be by Su Resonant Leadership by McKee, Johnston, and Boyatzis

Class Date	Topic & Guiding Question	Readings & Assignments Due
	leadership practice?	<ul style="list-style-type: none"> ▪ Assignment due before class: Complete the activities in “Chapter 2, Resonant Leadership” and bring your responses to class. Purchase simulation coursepack by 2/5, 11:59p
2/6	Tending to Personal Ecology: Emotional Intelligence Guiding question: How does understanding self and social awareness aid me in my leadership practice? What self-management practices do I need to cultivate for my leadership?	Chapters 3 and 7 in the Color of Emotional Intelligence by Harris Chapter 5 in The Leader You Want to Be by Su Watch: The 10 Qualities of an Emotional Intelligent Person (11:29) Assessments: due before class <ul style="list-style-type: none"> ▪ Emotional Quotient ▪ Diversity/Cultural Competency Unit 1 - Individual Reflection Essay: due by 2/10, 11:59p
Unit 2: The Team Context		
2/13	Introduction to Teams: Simulation Day 1 Guiding question: How can we practice making decisions and prioritizing as individual contributors and leaders?	Chapter 5- Making Decisions & Prioritizing in Management in a Changing World by Imani, Wong and Ahuja Read simulation materials in the online coursepack . Team assignment: Submit your completed Team Launch Doc (one per team) to Brightspace by 2/13, 12p
2/20	Introduction to Teams: Simulation Day 2 Guiding question: How can we practice managing others when we aren't directly reporting to others? How do we manage the expectations of others?	Chapter 10 - Managing Up and Sideways in Management in a Changing World by Imani, Wong and Ahuja
2/27	Building Effective & Diverse Teams Guiding question: What are the benefits and limits of an effective and diverse team?	Building an Effective Team by Hill Secrets of Teamwork by Haas and Mortensen How Diversity Makes Us Smarter by Phillips

Class Date	Topic & Guiding Question	Readings & Assignments Due
		Individual Memo: Wildfire due by 2/24, 11:59p
3/5	Engaging in Communication & Collaboration Guiding question: How does effective communication support collaboration? (e.g., delegation!) How do institutional and individual logics help or hinder our ability to collaborate?	Chapter 3 - Delegating Effectively in Management in a Changing World by Imani, Wong and Ahuja When Leaders Struggle with Collaboration by Carruci and Velasquez How to Read and Write a Case Study
3/12 (Zoom)	Leveraging Power & Persuasion Guiding question: What role does power play in management and leadership and what role do social identities play in power?	A New Prescription for Power by Long-Lingo and McGinn The Power of Persuasion by Cialdini (carefully skim) The Back-of-the-Envelope Guide to Communications Strategy by Christiano and Neimand Team Case Study Memo: due by 3/14, 11:59p ▪ “Carolina for Kibera”
3/26	Moving through Conflict & Negotiation Guiding question: What role does conflict play in my management practice? What are the best practices for negotiation?	Strategies for Negotiation by Harvard Law School In-Class Simulation: details to be provided to teams by 3/25 Unit 2 - Individual Reflection Essay: due by 3/30, 11:59p
Unit 3: The Organizational Context		
4/2	Organizational Alignment & Strategy Guiding question: How does an organization’s strategy support alignment?	References: Congruence Model by Mercer Delta Team Case Study Analysis: Washington Avenue City of Philadelphia (in-class) Strategic Management in Public Administration by Byrson and George
4/9	Organizational Design & Structures Guiding question: What role do organizational design and its structures play in an organization’s strategy and alignment	Understanding Organizational Structures by SHRM Continuous Participatory Reorganization by August

Class Date	Topic & Guiding Question	Readings & Assignments Due
		Team Case Study Memo: Partnership for Parks NYC due by 4/13, 11:59p
4/16	Organizational Culture Guiding question: How does organizational culture impact the other organizational building blocks of strategy and structure?	Organizational Culture and Leadership by Shein Chapter 11- Building a Healthy Culture in Management in a Changing World by Imani, Wong and Ahuja Individual Case Study Memo: Fostering Success due by 4/20, 11:59p
4/23	Leading Change & Managing Resistance Guiding question: How do we lead change in challenging times and manage resistance from multiple stakeholders?	*In-class peer feedback loop on the OrgD Team Gaps and Root Cause Statements *In-class OrgD Project Work Time Leading Change by Kotter
4/30	Project Presentations Guiding question: What can we learn by diagnosing our organizational dilemmas with the Congruence Model and making recommendations?	**In-Class Presentations**

Assignments and Grading Scale

Your grade in this course will be assessed with these assignments and in the following way:

Graded Course Elements	Due Date	Percent of Final Grade
Weekly active in-class participation		15%
Self-Assessments (EQ, Diversity/Cultural Competency, Leadership Style, Conflict)		Pass/Fail
Unit 1 Assessment: Reflection Essay	2/10, 11:59p	10% (Student Grading)
Team Launch Document	2/13, 12p (before class)	Pass/Fail
Individual Wildlife Simulation Memo	2/24, 11:59p	10%
Team Case Study Memo #1	3/14, 11:59p (after class)	10%
Unit 2 Assessment: Reflection Essay	3/30, 11:59p	10% (Student Grading)
In-Class Team Case Study Analysis	4/2, 11:59p	Pass/Fail
Team Case Study Memo #2	4/13, 11:59p	10%
Individual Case Study Memo	4/20, 11:59p	15%
Organizational Diagnosis (OrgD) Team Project	TBD (in-class)	20%