CORE-GP 1020.001
Management and Leadership (M&L)
Fall 2024

Faculty Information
Professor Veronica Manning
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Course Assistant Information
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Course Logistics
Time: Mondays, 4:55pm-6:35pm
Location: Zoom (links in Brightspace)

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 therefore is 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 Materials

- 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 for the team simulation for **$16.25 by 10/14**.
  - 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.

Course Schedule (see Brightspace for links to readings)

Class Date	Topic & Guiding Question	Readings & Assignments Due
9/9	Introduction to Management and Leadership Guiding question: What am I coming to understand about leadership?	Chapter 2 in Untapped Leadership by Vazquez-Newsum The Incomplete Leader by Russell
Unit 1: The Individual Context		
9/16	Purposeful Leadership Guiding question: What is my purpose, and how am I engaged in practices that enable me to be present?	Chapters 2 and 5 in The Leader You Want to Be by Su Self-assessments due. Bring results to class! ➢ Do It Scared ➢ Purpose Quiz

9/23	Learning Agility Guiding question: How does understanding self aid me in my leadership practice?	Learning about Learning Agility by Mitchinson and Morris Measuring Learning Agility by Smith and Watkins Self-assessments due. Bring results to class & upload to Brightspace ➤ Four Tendencies ➤ EQ Assessment
Unit 2: The Team Context		
9/30	Effective & Diverse Teams Guiding question: What are the benefits and limits of an effective and diverse team?	Chapter 1 in Management in a Changing World by Imani, Wong and Ahuja Building an Effective Team by Hill How Diversity Makes Us Smarter by Phillips **Assignment due: Unit 1 Reflection Essay on 9/30 by 12pm ET.**
10/7	Delegation & Feedback Guiding question: How do effective delegation and meaningful feedback support my leadership?	Chapter 3 and Chapter 7 in Management in a Changing World by Imani, Wong and Ahuja When Leaders Struggle with Collaboration by Carruci and Velasquez Optional: The Back-of-the-Envelope Guide to Communications Strategy by Christiano and Neimand **Assignment due: Submit your completed Team Launch Doc to Brightspace by 10/7, 12pm ET**
10/15 (TUES)	Power & Decision Rights Guiding questions: What role does power play in management and leadership, and how can I manage power in decision-making	A New Prescription for Power by Long-Lingo and McGinn Five Ways that Nonprofits Can Make Decision Making More Inclusive—and More Effective by Ciccarone et al. Power Analysis for Social Change by Petit
10/21	Moving through Conflict & Negotiation Guiding question: What role does conflict play in my management	Strategies for Negotiation by Harvard Law School Read the pre-simulation materials to be provided by Monday, 10/28

	practice? What are the best practices for negotiation?	In-Class Simulation - details to be provided to teams by 10/25
10/28	Simulation Day Guiding question: How can we practice making decisions and prioritizing as individual contributors and leaders?	Read simulation materials in the online coursepack Chapter 5- Making Decisions & Prioritizing in Management in a Changing World by Imani, Wong and Ahuja Chapter 10 - Managing Up and Sideways in Management in a Changing World by Imani, Wong and Ahuja
11/4 NO CLASS	** Reflection & Assessment Week ** Guiding question: What am I learning from Unit 2, and how might the simulation provide insights into Unit 3?	No Readings Due **Assignment due: [Unit 2 Analytical Memo](#) on 11/7 by 11:59p ET.**
Unit 3: The Organizational Context		
11/11	Organizational Strategy Guiding question: How does an organization's strategy support alignment?	References: [How to Read and Write a Case Study](#) and [Congruence Model](#) Case Study: [Washington Avenue City of Philadelphia](#) (in-class with teams) Reading: [How Adaptive Strategy Happens](#) by Evans
11/18	Organizational Design Guiding question: What role do organizational design and its structures play in an organization's strategy and alignment	Case Study: [Partnership for Parks NYC](#) (Teams 1,3 & 5) or [Carolina for Kibera](#) (Teams 2,, 4 & 6) Reading: [Design Your Organization to Match Your Strategy](#) by Carucci and Shappell Reference: [Congruence Model](#) **Assignment due: [Team Case Study Memo Draft](#) due 11/18, 12 pm /ET**
11/25	Organizational Culture Guiding question: How does organizational culture impact the other organizational building blocks of strategy and structure?	Case Study: [Fostering Success](#) (individual) [Organizational Culture and Leadership](#) by Shein Chapter 11- Building a Healthy Cultures in Management in a Changing World by Imani, Wong and Ahuja

| | | Reference: Wheel of Change

Assignment due: **Team Case Study Memo Final Version** due 11/25, 12pm /ET |
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| 12/2 | 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
*In-class discussion about Final Exam

Assignment due: **Individual Case Study Memo** due 12/2 by 12pm /ET |
| 12/9 | Project Presentations

Guiding question: What can we learn by diagnosing our organizational dilemmas with the Congruence Model and making recommendations? | No Readings Due

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	N/A	15%
Self-Assessments	9/23, 4pm ET	Pass/Fail
Unit 1 Assessment: Reflection Essay	9/30, 12pm ET	10%
Team Launch Document	10/7, 12pm ET	Pass/Fail
Unit 2 Assessment - Analytical Memo	11/7, 11:59pm ET	20%
In-Class Team Case Study Memo - First Draft	11/18, 12pm ET	Pass/Fail
Team Case Study Memo Final Version	11/25, 12pm /ET	15%
Individual Case Study Memo	12/2, 12pm ET	15%
Unit 3 Assessment: OrgD Team Project	12/9 & in-class	25%

In-Class Participation

Each of us brings different and relevant experiences to the classroom, so we will learn from each other, challenge our assumptions, and try to understand the reasoning underlying 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.

Teams

This semester, you will participate in two kinds of teams for in-class simulations, class breakout groups, case study assignments, and the OrgD Team Project: Work Team and Leadership Compass Team.

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.

Artificial Intelligence Guidance

The policies of Wagner require that you complete and submit your own work. If you use ChatGPT, Bard, and other generative AI tools in your work, you must cite them. If you don't, this violates the school's norms, and you will be held to the guidance outlined in Wagner's Academic Integrity Policy .

Artificial Intelligence tools such as ChatGPT can be very useful for helping write code and troubleshooting errors, similarly to searching a web forum such as StackExchange, and we will cover such uses in this course.

If you use AI, we expect you to use it as an assistant to your own original work, as opposed to doing the work for you. You must thoroughly describe your use of AI in your documentation, the same way you document the rest of your analysis and cite any sources.

You are fully responsible for the quality and content of the assignments you submit. AI cannot craft a data story of the complexity and originality required for this class, so it cannot and should not replace your own critical thinking required to produce work in this course.

Professor Manning's Classroom Policies
- **Attendance and Punctuality:** Students are expected to attend all class sessions and arrive at class on time. Please email me if you will miss class as it is the responsibility of the student 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.
- **Changes to readings/assignments:** This syllabus is subject to change. Pre-assigned readings may be adjusted and occasionally supplemental reading or small exercises may be added throughout the course to enhance learning. If this is the case, I will update the assignments or make adjustments on Brightspace at least one week before the due date. My goal is to notify you with plenty of time for anything that might affect your schedule and workload.
- **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 Zero grade or F. If more than three or more assignments are late in the course without prior notification, your final grade will be negatively affected. Approved extenuating circumstances do not apply in this case.
- **Revise & Resubmit:** Towards the goal of continuous improvement, I welcome revised and re-submitted assignments for re-evaluation. This must be arranged with me in advance with a new deadline. Late assignments are **not eligible** for "revise and resubmit" consideration. You may only revise and submit one assignment per semester.
- **Eating & Drinking:** Eating and drinking are permitted as long as your meal does not interfere with teaching and learning (i.e., loud eating sounds and packaging, etc.)

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 email me at least one week prior to the next class if you should be absent for a religious holiday.

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

NYU Writing Center
NYU's general writing support center is a place where one-on-one teaching and learning occurs, and where the work always focuses on writing. Experienced consultants assist NYU students, faculty, and staff with their work at any stage in the writing process. They work with individuals on essays, lab reports, personal statements, poems, stories, and other written texts. Writers may schedule one appointment per week, up to two weeks ahead of time, using their online scheduling system.

Appointments normally are 45 minutes in length. The Writing Center is located at 411 Lafayette, 3rd floor. For more information or to schedule an appointment, please go to [NYU Writing Center's website](#).

Library Resources
There are comprehensive resources to complete assignments on the NYU Libraries website. Visit the [public and nonprofit management research guide page](#).
If you are unclear about how to properly attribute research or ideas you are using in your work, please consult the [NYU Libraries Citation Style Guide](#) or [Ask a librarian](#). For this class, any citation style is acceptable as long as you are consistent. As an example, Harvard Business School has a comprehensive [guide to Chicago Style](#). Also commonly used in the public service field is the [APA style](#).

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 formal accommodations, please visit the [Moses Center for Students with Disabilities (CSD) website](#), call 212- 998-4980, or email mosescsd@nyu.edu for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.

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)

> "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)