CORE-GP 1020
Management and Leadership (M&L) Compressed
Fall 2024

Instructor Information
Professor Patricia Satterstrom
Email: patricia.satterstrom@nyu.edu
Office hours:
- Mondays, 12:00pm-1:00pm via Zoom
- Please email me to set up an individual appointment

Course Assistant Information
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- Tuesdays, 10:00am-11:00am via Zoom
- Please email me to set up individual appointment

Course Information

Section 008	Information
Time:	Saturdays in September and October. 9/7, 9/14, 9/28, 10/5, 10/12, 10/19, 10/26 10:00 am to 4:00 pm
Location:	194 Mercer St, Room 306B
Wagner Writing Center	Link to Wagner Writing Center
NYU Writing Center	Please sign up for Management & Leadership writing help, if possible
Writing Non-Credit Classes and Support	NONCR-GP 907 Professional Writing 9/09/2024 - 9/30/2024 Mon 10:15am - 12:15pm NONCR-GP 904 Grammar Fundamentals 9/28/2024 - 10/05/2024 Sat 9:30am - 12:30pm NONCR-GP 104 Library Research and Citation Methods 10/07/2024 Mon 5:30pm - 6:30pm International student guide to navigating writing at Wagner (TBD)
Ask a librarian:	Ask a librarian link
Informal class gathering	Bubble tea in Washington Square Park (at Wagner if it's raining) on 9/14!

Course Description

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

Course Material

1. Brightspace: You will find the course syllabus, assignments, exercises, links to readings through the NYU library, surveys, and slides here.
2. Material that needs to be purchased. **Note**: You must purchase the Harvard simulation course pack by the first day of class:
   a. Harvard reading course pack with six required readings ($37.30)
3. Harvard simulation course pack ($16.25)
4. To keep costs down, I am providing you with all the articles and exercises that copyright allows me to post in NYU Brightspace. Most Harvard Business Review articles are in the NYU library. If this link does not work, you can:
   a. Go to https://library.nyu.edu, search for: Harvard Business Review.
   b. Click the first result in BobCat, then on the next page select the second option with articles **after** 1922.
   c. Select "EBSCOhost Business Source Complete: Available from 1922."
   d. Click "Search within this publication," then enter the article title and change the search box to search the "Title" of documents.
   e. The first result should have the full text and PDF of the desired article.
5. Some class announcements will be distributed via e-mail. Thus, it is important that you actively use your NYU e-mail account, or have appropriate forwarding set up on NYU Home
6. **Note:** If we must go virtual for unforeseen reasons, there are a couple virtual simulations that you will need to purchase, but I will negotiate to keep this price low.

*If cost of materials is a concern, please let me know, and I will work to get you the material.

Learning Objectives and Skill Development

The course combines conceptual and experiential approaches and is divided into five modules: 1) Leadership, 2) Teams and teamwork, 3) Interpersonal dynamics, 4) Designing and aligning organizations, and 4) Leading change.

Readings will introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies, exercises, and class discussions provide opportunities to apply theories, concepts, and research findings to particular situations to hone your managerial and leadership skills. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

There are three learning objectives that cut across each Lesson:
1. Analytical Thinking and its supporting skillset is as follows:
    a. Identify, analyze, and address underlying problems and opportunities
    b. Recognize, analyze, and manage complex relationships
    c. Reframe the way you approach people and situations
2. Leveraging diversity and its supporting skillset is as follows:
    a. Identify, understand, and use different types of diversity
    b. Explore how to create, participate in, and coach diverse teams
    c. Develop skills to address the challenges and opportunities of diversity
3. Communication and its supporting skillset is as follows:
    a. Recognize the importance of clear communication with stakeholders
    b. Prepare effective, clear, organized written reports and presentations
    c. Conduct effective meetings and facilitate group/team discussions

Assessment and Grading Policy

Due Date	Graded	Tasks (location)
Friday, August 30th, 9:00pm	Participation	Introductory writing assignment (Brightspace Assignment)
Friday, August 30th, 9:00pm	Participation	Erin Meyer's Personal Profile (online) + Intro survey (Qualtrics)
Friday, August 30th, 9:00pm	Participation	Introductory video (Brightspace)
Wednesday, September 11th, 9:00pm	Participation	Everest team simulation (Harvard) + Report out (Brightspace Discussion)
Wednesday, September 18th, 9:00pm	Graded	Memo 1: Satera (Team)
Wednesday, September 25th, 9:00pm	Participation	Kidney case survey part 1 (Qualtrics)
Wednesday, October 2nd	Graded	Job crafting reflection (Individual)
Saturday, October 5th, before class	Participation	Thomas-Kilmann conflict survey (Brightspace PDF)
Wednesday, October 9th, 9:00pm	Graded	Memo 2: Carolina for Kibera (Team)
Wednesday, October 16th, 9:00pm	Graded	1st paragraph of Memo 3 (Team)
Wednesday, October 16th, 9:00pm	Graded	Reflected Best Self (Individual)
Wednesday, October 23rd, 9:00pm	Graded	Network (Individual)
Wednesday, October 30th, 9:00pm	Graded	Memo 3 (Team)

Wednesday, November 6th, 9:00pm	Graded	Final Assignment – Sierra Club (Individual)
Friday, November 8th, 9:00pm	Participation	Class Reflection

Individual assessment (75%)
20% Participation
30% Three individual writing assignments
25% Final Assignment

Team assessment (25%)
25% Three analytical memos

Participation
Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions, and trying to understand the reasoning that underlies our colleagues' behavior. You do not have to contribute in every class, but you need to contribute sometimes or else everyone's learning suffers. We calculate your participation grade by 1) tracking comments throughout the semester and tracking your contribution to the class Discussion section on Brightspace (at minimum, we expect you to participate six times throughout the course), and 2) calculating attendance and survey / exercise submissions. If you will be absent or delayed, please email the teaching colleague.
Extra credit: You will get participation credit if you meet up (in-person, online, or over the phone) with a classmate and talk about careers and post something you learned in "Career Chats" in the Discussion section.

Individual assignment 1: Job Crafting due Wednesday, October 2nd at 9:00pm
This one-page writing exercise is meant to allow you to consider the job crafting exercise you just engaged in. Please consult slides for assignment description. (One-page, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Brightspace under Assignments.)

Individual assignment 2: Reflected Best Self due Wednesday, October 16th at 9:00pm
This writing exercise is meant to allow you to consider your story alongside the stories you collected and analyzed and make concrete plans for how you will use this knowledge. Please see in-depth assignment description. (One-page, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Brightspace under Assignments.)

Individual assignment 3: Network due Wednesday, October 23rd at 9:00pm
This writing exercise is meant to allow you to consider the network information and network analysis you just engaged in. Please consult slides for assignment description. (One-page, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Brightspace under Assignments.)

Final Assignment: Sierra Club due Wednesday, November 6th at 9:00pm
The purpose of this assignment is to help inform how to improve the performance of the Sierra Club. You can define performance in whatever way is most compelling to both you and your audience. You can write a memo to the audience of your choice. You can be creative in whom

you select as the target audience long as the person / group / organization / community has the power to impact change at the Sierra Club. In two pages or less, please briefly identify the gap you are addressing, the root causes, and your evidence-based recommendations for change. This assignment can be formatted as a memo, but it could also be formatted in whatever way will best reach your audience (e.g., trade magazine, op-ed). (Two-pages, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Brightspace under Assignments.)

Class Reflection assignment due Friday, November 8th at 9:00pm
(1) Briefly summarizes your key learning from our course; (2) identify specific behaviors you will use to improve yourself, your team, your organization, or your community based on this learning; and (3) describes how you will overcome barriers to engaging in these behaviors.
To be considered complete, your reflection must reference at least three resources we used in class. You may submit your answers in written form or you may record your answers (i.e., voice memos, videos, PowerPoints, etc.). As long as you answer all parts of each question and reference the course materials, your reflection will be considered complete. (One-page, single spaced, 1-inch margins, and 12-point font. Please submit your write-up on NYU Brightspace under Assignments.)

Class Teams
You will be assigned a team to work together on three assignments. This is a learning opportunity as you engage in problem solving and provide information and 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.
- **Team memo**: 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.
- **Format**: Please see the "M&L instructions for memo" slides for more information
- **Grading**: While there is no single right answer, there are stronger and weaker memos. The group memo marks will be calculated using the following weightings:
    o 30 pts are allocated for the analysis of the problems/opportunities and root causes.
    o 30 points are allocated for your recommendations.
    o 16 points are allocated for demonstrating strong critical thinking skills.
    o 12 points are allocated for the quality of your writing.
    o 12 points are allocated for the organization of ideas and format.
  We will give your memos an **overall score** based on the rubric above; however, the **individual score** you receive is determined by 90-10 grading where 10% of your score is determined by how your team grades your contribution. We provide examples below.

Overall Score (Memo)	Average team rating (Individual)	**Individual Score**
92%	100%	92%
92%	80%	90%
92%	60%	88%

Note: You must have your memo reviewed by either Professor Satterstrom, Nick McNiff, or the Writing Centre before submission

Analytical Team Memos
Memo 1 – Group Assignment (Satera) due Wednesday September 18th, 9:00pm
Remember to submit one copy per team.

- Case: Amabile, T. M. & Schatzel, E. A. (2003). The Satera team at Imatron Systems, Inc. (A). Harvard Business School Case 9-803-141.
- Target: You are a consultant hired by Rick Levinger to assess the situation and provide guidance to Gary Pinto. Please address your memo to Levinger.
- After submitting this memo, please complete the individual and team assessments that will be emailed to you. Your answers are meant to help your team improve.

Memo 2 - Group Assignment (Carolina for Kibera) due Wednesday, October 9th, 9:00pm
- Case: McGinn, K. L., Kutchma, B., & Hammer, C. B. (2012). Carolina for Kibera. Harvard Business School Case 9-913-701. (available for free through NYU library)
- Target: Assume you are a consultant hired by Rye Barcott to assess the situation and provide guidance. Please address your memo to Barcott.
- After submitting this memo, please complete the individual and team assessments that will be emailed to you. Your answers are meant to help your team improve.

Memo 3 – Final Group Assignment: Memo based on Team Members Case due Wednesday, October 30th, 9:00pm

Instructions: The final memo should be no longer than three pages (not including the cover page and any additional figures and references), single-spaced, 1- inch margins, and 12-point Times New Roman font. Please use paragraph headings. The final assignment will be graded; however, the initial writeup assignment and presentation are meant to help guide and support you and will not be graded. Remember to submit your memos on NYU Classes under Assignments. The team member case memo will use the same grading rubric that we used for the previous two memos. We will also use 90-10 grading for this assignment.

You will discuss and select one team member's case—either a performance gap or an opportunity gap that the team member 1) observed or experienced, has some authority/ownership over, and has enough information to conduct a root cause analysis, 2) is interesting and motivating for the team to tackle, 3) is measurable, 4) could impact the team member and their organization, and 5) has a clear timeline. The organization/people can be anonymized.

Gap and root causes. Please submit your 1-paragraph write-up by **Wednesday, October 16th at 9:00pm.**
- Succinctly state the gap that you will address. Explain why you know it is a gap. Explain why this is the most important gap to address.
- State the root causes and explain why you think they are the root causes.

Feedback. Each team will present their work-in-progress in class on **Saturday, October 19th** and **October 26th**. Each team will have seven minutes to present their congruence model case followed by three minutes of feedback from the class and instructors.
- Pretend we are the person in the organization you are writing to.

- We will be looking for 1) Content—does the gap, root cause(s), congruence model, and action plan make sense? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness—Are your arguments convincing? You will be able to incorporate feedback into your final memo.

Please submit memo 3 by **Wednesday, October 30th, 9:00pm.**

Target: Address an appropriate target in the organization and make it compelling / persuasive.
- State a succinct and compelling gap statement.
- Provide just enough (one paragraph) context, history, and organizational description for us to understand the case.
- State the root causes, why they are important, and how you came to focus on these (instead of something else). You will need to have used the Congruence Model to get to this point.
- Propose an action plan. Explain how your specific suggestions address the gap and root causes, why these are the best steps (why not an alternative and/or how will you deal with push back), and how would these be carried out.

Statement of Academic Integrity
All students enrolled in this class are required to read and abide by NYU's expectations of academic integrity. 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.

AI Guidance
We think Grammarly.com is a helpful writing and editing tool. ChatGPT, Bard, and other generative AI tools are now part of our repertoire of tools. There are better and worse ways to use them—generally better to use them to **push your thinking** and worse to use them to do your thinking. Let's discuss this in class and office hours since we now have some research on this. Remember, if you do use them, please cite them so we can better understand your analytical and writing process. If you don't cite them, this violates the school's norms.

Henry and Lucy Moses Center for Students with Disabilities at NYU
I want everyone to do their best work in this course and reach their goals. If you need a formal accommodation, please visit the Moses Center for Students with Disabilities (CSD) website, call 212-998-4980, or email mosescsd@nyu.edu for information. If do not need a formal accommodation but have learning needs I should know about, please let me know.

NYU's Calendar Policy on Religious Holidays
NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please let us know if you will be absent so we can discuss how to get you caught up.

Land Acknowledgement

In the spirit of truth and equity, it is with gratitude and humility that we acknowledge that we are gathered on the sacred homelands of the Lenape people, who are the original stewards of this land. We honor and pay respect to their ancestor's past and present, as well as to future generations and we recognize their continuing presence in their homelands. We understand that our acknowledgment requires those of us who are settlers to recognize our own place in and responsibilities towards addressing inequity and that this ongoing and challenging work requires that we commit to real engagement with the Lenape people to build an inclusive and equitable space for all. **(Borrowed with thanks from Prof Pryor-Ramirez and Bard College)**

Semester Overview

Please complete by Friday, August 30th, 9:00pm

Assignment	Description
Assessment 1:	Erin Meyer's Personal Profile Tool (24hrs version, $9.95) – Please complete the questionnaire and then submit a screenshot of your personal profile in the introductory survey below. You will have the option to map your profile alongside the profile of your country of origin (though not all countries will be available), please also add United States if you are an international student.
Survey 1:	Introductory online survey:
Video:	Please record a short (1 minutes or less) introduction of yourself on Brightspace in the Discussions section, including your name, where you are from, what you studied, what want to learn, and a fun fact about yourself.
Introductory writing assignment:	Please answer the following questions in 1-page or less, single spaced, 1-inch margins, and 12-point Times New Roman font. Please submit your write-up on NYU Brightspace under Assignments. 1) Briefly describe your professional experience—make sure to include any experience around management, leadership, and teamwork. 2) What are your career aspirations after NYU? 3) What are your strengths and weaknesses as an employee and a teammate? 4) Describe what you hope to learn and practice in M&L.

Week 1 - Saturday, September 7th, 2024
Building: 194 Mercer St, Room 306B

Learning Objective for Lesson 1

Lesson 1	Managing and leading up, down, and across
a.	Understand your strengths and weaknesses as a leader, manager, and employee
b.	Examine your own behavior and beliefs about leadership and managerial behavior, and contrast, debate, and integrate these ideas with the theories and observations of others
c.	Begin to develop a self-improvement plan

Lesson 1	Managing and leading up, down, and across	Activity in class
Reading:	Gabarro, J. J., & Kotter, J.P. (2005). Managing Your Boss. Harvard Business Review, 83(1). **NYU library.**	Lesson 1 slides
Learn:	Gomez-Ibañez, J. A. (1986). Learning by the case method. Case Program, Harvard Kennedy School of Government. **NYU Brightspace PDF.**	
Case:	Gilmartin, T. Nana Appiah **NYU Brightspace PDF.** Please come to class prepared to discuss: 1. What is the performance gap (the motivating problem) in this case? What caused it? 2. How did Esther and Nana's assumptions and behaviors contribute to the performance gap? 3. What should Nana do next? 4. What should Esther have done and when should she have done it?	Case slides (posted after class)
Optional	Denhardt, R. B., Denhardt, J. V., Aristigueta, M. P., & Rawlings, K. C. (2013). Leadership in public service (excerpt). NYU Brightspace PDF.	

Learning Objective for Lesson 2

Lesson 2	Building High-Performing Teams
a.	Learn when having teams is beneficial and when it is not
b.	Thinking through who should be on the team and why
c.	Identify the impact of different types of diversity on teams
d.	Understand the components for launching an effective team

Lesson 2	Building High-Performing Teams	Activity in class
Reading 1:	Haas, M., & Mortensen, M. (2016). The secrets of great teamwork. Harvard Business Review, 94(6), 70-76. **NYU library**.	Lesson 2 slides
Reading 2:	Phillips, K. W. (2014). How diversity works. Scientific American, 311(4), 42-47. **Brightspace PDF**.	
Reading 3:	Leonard, D., & Straus, S. (1997). Putting your company's whole brain to work. Harvard Business Review, 75(4), 110-122. **NYU library**.	Team Launch
Simulation prep:	Before class, you will be assigned a role for the simulation. Please log in via Harvard Business Publishing (in the Harvard simulation course pack), review your information, conduct this system check	Everest intro

Assignment	Due Wednesday, September 11th at 9:00 pm
Team launch	Finish your team launch if you ran out of time in class.
Everest Simulation	1. Complete the Everest simulation (hold 2 hours for a meeting with your simulation team outside of class). 2. Individually - briefly report out on your Everest experience in the Discussion section.

Assignment	Longer Term
Satera Memo	Start working with your groups on the analytical group memo – due Wednesday, September 18th, 9:00pm

Note: If we run out of time and do not get to your comment or if you need more time to think through a response, please feel free to post to "Discussions" for that Lesson. I read through them, and your participation there will count toward your overall participation grade

Week 2 - Saturday, September 14th, 2024
Building: 194 Mercer St, Room 306B

Learning Objectives for Lesson 3

Lesson 3	Team processes and effectiveness
a.	Manage team/group processes, relationships, and responsibilities
b.	Understand how teams can make decisions more effectively
c.	Use frameworks for evaluating team effectiveness
d.	Understand the basics of teaming

Lesson 3	Team processes and effectiveness	Activity in class
Reading 1:	Detert, J.R. & Burris, E.R. (2016). Can your employees really speak freely? Harvard Business Review, 94(1), 80-87. NYU **Brightspace PDF**.	Everest debrief slides
Reading 2:	Eisenhardt, K. M., Kahwajy, J. L., & Bourgeois, L. J. (1997). How management teams can have a good fight. Harvard Business Review, 75(4), 77-85. **NYU library**.	
Reading 3 (skim for content):	Roberto, M. A., (2002). Lessons from Everest: The interaction of cognitive bias, psychological safety, and system complexity. California Management Review. 45(1):136-158. NYU Brightspace PDF.	

Learning Objectives for Lesson 4

Lesson 4	Working in cross-cultural teams
a.	Map and understand your own culturally informed communication preferences
b.	Understand others' work styles
c.	Learn to use differences in work styles more effectively

Lesson 4	Working in cross-cultural teams	Activity in class
Video:	**Watch** Meyer, Erin. "The Culture Map: The Future of Management"	Lesson 4 slides
Reading:	**Read** Meyer, Erin. "Being the boss in Brussels, Boston, and Beijing." Harvard Business Review 95.4 (2017): 70-77.	
Watch and take notes:	Watch this 12 minute video about how to run an effective meeting in the US and think about how you would adapt this to your team and/or organization	Class exercise

Assignment	Due Wednesday, September 18th, 9:00pm
Satera Memo	Submit one memo per team.

Assignment	Longer Term
Kidney Survey	Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Kellogg DRRC. Read the role information in the **Brightspace PDF** and fill out this survey by Wednesday, September 25th at 9:00pm
Reflected Best Self	Start thinking about contacting people for your reflected best self assignment due Wednesday, October 16th.

Note: We will not have class on Saturday, September 21st. Our next class session will take place on Saturday, September 28th.

Week 3 - Saturday, September 28th, 2024
Building: 194 Mercer St, Room 306B

Learning Objective for Lesson 5

Lesson 5	Using your power for good
a.	Identify and learn to use your sources of power
b.	Learn about influence in written and verbal communication
c.	Practice using different influence techniques

Lesson 5	Power & Influence	Activity in class
Reading / Listening:	Long Lingo, E. & McGinn, K.L. (July-August 2020). A new prescription for power. Harvard Business Review, 98(4) 66-75. (Google article for audio option.) **NYU library.**	Lesson 5 slides
Exercise:	Austen-Smith, D., Feddersen, T. Galinsky, A. & Liljenquist, K. Kidney Case. Brightspace PDF. Read the role information and complete survey by **Wednesday, September 18th at 9:00 pm**	Influence exercise
Reading / video:	Christiano, A & Neimand, A. (2017). The Back-of-the-Envelope Guide to Communications Strategy. Stanford Social Innovation Review.	
Optional reading:	Pettit, J. (2021). Power analysis for social change: participatory learning and action. In The SAGE Handbook of Participatory Research and Inquiry (Vol. 2, pp. 276-290). SAGE Publications Ltd. **NYU Brightspace PDF**	
Optional video:	Heimans, J. (2014). What new power looks like. TED	
Optional video:	Cialdini, R. B. The Science of Persuasion	

Learning Objective for Lesson 6

Lesson 6	Motivation
a.	Recognizing individual and contextual differences in motivation
b.	Learning to approach motivation holistically
c.	Better understand the types and effects of individual and team goals

Lesson 6	Motivation	Activity in class
Reading 1:	Black, J. S. & Bright, D. S. (2019). Motivation. In Organizational Behavior, chapter 7 (7.1 – 7.4):	Lesson 6 slides
Reading 2:	Johnston, K. (2013). The messy link between slave owners and modern management. (Review of Caitlin C. Rosenthal's From Slavery to Scientific Management:	

Lesson 6	Motivation	Activity in class
	Capitalism and Control in America, 1754-1911). Harvard Business School-Working Knowledge.	
Case:	Dutton, J. (2009). Job Crafting at Burt's Bees. Center for Positive Organizations. **In course pack.** Please come to class prepared to discuss: 1. Why do employees job craft? 2. How would you summarize the way each person crafted his or her job? What does this tell you about the options that people have in crafting their jobs? 3. In what ways is job crafting beneficial for the four employees described in the case? 4. In general, what are the potential benefits and costs of job crafting?	Case discussion and job crafting exercise

Assignment	**Assignments due Wednesday, October 2nd at 9:00pm and Saturday, October 5th before class**
Job crafting reflection	Finish your job crafting exercise and post a reflection on your take-away from this exercise in Brightspace by Wednesday, October 2nd at 9:00pm.
Thomas Kilman Conflict assessment	Complete before the start of next class. PDF in NYU Brightspace. Due Saturday, October 5th.

Assignment	**Longer Term**
Memo 2:	Carolina for Kibera case available through NYU's HBS case study collection (note: you cannot save or print the document, it's a free digital version). Due Wednesday, October 9th at 9:00 pm.
Reflected Best Self	Continue working on your reflected best self assignment.

Week 4 - Saturday, October 5th, 2024
Building: 194 Mercer St, Room 306B

Learning Objective for Lesson 7

Lesson 7	How to create value
a.	Understand the basics of negotiation
b.	Learn how to create value for yourself and others
c.	Gain comfort and confidence in approaching and engaging in a negotiation

Lesson 7	Negotiation	Activity in class
Exercise:	Thomas Kilman Conflict assessment. Complete before the start of class. PDF in NYU Brightspace	Lesson 7 slides
Reading:	Bazerman, M. H., Gino, F., & Shonk. K. (2017). Organizational behavior reading: Negotiation. Harvard Business Publishing Education. **In the course pack.**	Two in-class negotiations
Optional video:	Bowles, H. R. (2017). Women and Career Negotiation. Women and Public Policy Program Seminar Series. Harvard Kennedy School.	
Optional reading:	Review or article: Kray, Kennedy, and Lee 2023 article "Now, Women Do Ask: A Call to Update Beliefs about the Gender Pay Gap"	

Learning Objectives for Lesson 8

Lesson 8	Alignment & Structure
a.	Identify, analyze, and address underlying issues
b.	Analyze and assess environmental context
c.	Understand and work within formal and informal structures
d.	Make tradeoffs about organizational designs

Lesson 8	Alignment & Structure	Activity in class
Reading 1:	The congruence model: A roadmap for understanding organizational performance. Mercer Delta. NYU Brightspace PDF.	Lesson 8 slides
Reading 2:	Bright, D. S. & Cortes, A. H. (2019). External and internal organizational environments and corporate culture. In Principles of Management chapter 4 (just 4.3).	Building exercise
Reading 3	Altman, E.J., Schwartz, J., Kiron, D., Jones, R., & Kearns-Manolatos, D. (2021). Workforce Ecosystems: A New Strategic Approach to the Future of Work. MIT Sloan Management Review. pp. 3-8, 12-17. **NYU Brightspace.**	

Case:	Galunic, C. & Tierney, W. D. (2023). Wildfire Entertainment: Organizational Structure Archetypes. INSEAD. **In the course pack.**
	Please come to class prepared to discuss: Case discussion
	What are the pros and cons of the three main organizational archetypes that Wildfire used: functional, matrix/hybrid, and divisional?

Assignment	
Carolina for Kibera Memo (Group assignment)	Carolina for Kibera case available through NYU's HBS case study collection (note: you cannot save or print the document, it's a free digital version). Due Wednesday, October 9th at 9:00 pm.

Week 5 - Saturday, October 12ᵗʰ, 2024
Building: 194 Mercer St, Room 306B

Learning Objective for Lesson 9

Lesson 9	Problem solving & Strategy	
a.	Analyze and understand the role of mission and theory of change	
b.	Learn the key features of an organization's strategy	
c.	Understand how strategies need to be monitored and adapted	

Lesson 9	Strategy	Activity in class
Reading 1:	Meehan III, W. F., & Jonker, K. S. (2017). Chapter 1 pp. 29-33 (but feel free to skim the rest). Chapter 2 pp.49-76. Engine of impact: Essentials of strategic leadership in the nonprofit sector. Stanford University Press. **NYU Library**.	Lesson 9 slides
Case:	Nelson, B.J. & Hummer, A. (2004). Mission expansion: The origins of the YWCA's anti-racism campaign. In Nelson, B. Leadership and Diversity: A Case Book. UCLA. NYU Brightspace PDF. Please come to class prepared to discuss: 1. By 1970, in what ways was the YWCA and its work aligned and misaligned with its mission? 2. What were the goals behind the One Imperative? 3. Explain the approach used by members of the Conference of Black Women to reach these goals. How did the structure of the YWCA help and hurt this effort?	Case discussion

Learning Objectives for Lesson 10

Lesson 10	How to make effective and moral decisions	
a.	Basics of systematic and unconscious biases	
b.	Improve your decision-making skills	
c.	Consider the role of ethics and how it is different from good intentions	
d.	Apply all of the above to demographic differences (e.g., race, gender, sexual orientation, nationality, religion, political orientation, etc.)	

Lesson 10	Decision making	Activity in class
Reading 1:	Bazerman, M. H., Gino, F., & Shonk. K. (2016). Organizational behavior reading: Decision making. Harvard Business Publishing Education. **In the course pack.**	Lesson 10 slides
Reading 2: (skim for content)	Zhang, T., Gino, F., & Bazerman, M. H. (2014). Morality rebooted: Exploring simple fixes to our moral bugs. Research in Organizational Behavior, 34, 63-79. **PDF**	Decision making exercise

Lesson 10	Decision making	Activity in class
Optional Exercise	Parable of the Polygons	

Assignment	Wednesday, October 16th, 9:00pm
Reflected Best Self	Reflected best self-assignment due Wednesday, October 16th.
Memo 3 part 1:	Please submit your 1-paragraph write-up in Assignments by Wednesday, October 16th at 9:00pm. Succinctly state the gap that you will address. Explain why you know it is a gap. Explain why this is the most important gap to address. State the root causes and explain why you think they are the root causes.

Week 6 - Saturday, October 19th, 2024
Building: 194 Mercer St, Room 306B

Learning Objective for Lesson 11

Lesson 11	Organizational Culture	
a.	Identify, analyze, and use organizational culture	
b.	Understand the impact of organizational culture on an organization's ability to benefit from diversity	

Lesson 11	Organizational culture	Activity in class
Reading 1:	Schein E. H. (2016). Organizational culture and leadership defined (pp.3-7). The three levels of culture (Ch2, pp. 17-30). Organizational culture and leadership: A Dynamic View. San Francisco: Jossey-Bass Inc. **NYU Brightspace PDF**.	Lesson 11 slides
Reading 2:	Barsade, S., & O'Neill, O. A. (2016). Manage your emotional culture. Harvard Business Review, 94(1), 58-66. **NYU Brightspace PDF.**	
Reflection:	Please come to class prepared to discuss: 1. Reflect on your organization's culture. 2. What are the artifacts, values, and assumptions that define your organization's culture? 3. How would you describe the emotional culture of your organization?	Org culture exercise
Optional reading:	Thomas, D. A., & Ely, R. J. (1996). Making differences matter. Harvard Business Review, 74(5), 79-90. **NYU library**.	

Learning Objectives for Lesson 12

Lesson 12	How to apply best practices for equity, belonging, and inclusion	
a.	Understand research on inclusion practices in organizations	
b.	Frameworks for understanding and reducing bias in hiring	
c.	How to build a developmental network	

Lesson 12	DEI	Activity in class
Reading 1:	Nishii, L. H., Khattab, J., Shemla, M., & Paluch, R. M. (2018). A multi-level process model for understanding diversity practice effectiveness. Academy of Management Annals, 12(1), read discussion p72-76, look at Tables 4 &5. NYU Brightspace PDF.	Lesson 12 slides
Reading 2:	Creary, S.J., Rothbard, N, & Scruggs, J. 2021. Improving workplace culture through evidence-based diversity, equity, and inclusion practices.	

Case:	Joselow, M. (Sept 7, 2023). The Sierra Club hired its first Black leader. Turmoil over racial equity followed. The Washington Post. 1. What is the gap? 2. What frameworks can you use to analyze this gap? 3. Use readings 1 and 2 above to organize your recommendations.	Case discussion
Optional:	Thomas-Brietfeld, S. (2017). How to think differently about diversity in nonprofit leadership: Get comfortable with discomfort. Nonprofit Quarterly. **Available online**:	
Optional:	Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. Harvard Business Review, 94(7-8), 52-60. **NYU library**.	
Optional:	Creary, S. (2021). Evidence-based tips, strategies, and takeaways	

*Team feedback on Memo 3 presentations

Assignment	Assignments Due Wednesday, October 23rd at 9:00pm
Network assignment:	Read the "Building a developmental network" guide and use this workbook to complete this exercise. On the last page of the guide and workbook are instructions for your 1-page "reflection and action" response. Please post this in Assignments.

Assignment	Longer Term
Memo 3	Memo 3 due Wednesday, October 30th at 9:00pm
Final assignment	Final Assignment due Wednesday, November 6th at 9:00pm
Class reflection	Class reflection due Friday, November 8th at 9:00pm

Week 7 - Saturday, October 26th, 2024
Building: 194 Mercer St, Room 306B

Learning Objective for Lesson 13

Lesson 13	Leading change across organizations
a.	Relational and tactical approaches to change
b.	Dynamic leadership and team structures
c.	Negotiating from the outside in

Lesson 13	Leading change across organizations	Activity in class
Reading (skim for content):	Ganz, Marshall. 2010. Leading Change. In Nohria & Khurana (ed.) Handbook of Leadership Theory and Practice. Harvard Business Press. (Skim for content). **NYU Brightspace PDF.**	Lesson 13 slides
Case:	Satterstrom, P., Nisenkier, R., & Quinn, A. The Fund Excluded Workers Campaign. **NYU Brightspace PDF.** 1. How did FEW leaders build out a coalition to maximize their impact? 2. How did the FEW Coalition convince Albany to pass the Excluded Workers Fund? 3. How does the FEW Coalition use storytelling? 4. What advice do you have for the FEW Coalition going forward?	Case discussion

Learning Objective for Lesson 14

Lesson 14	Leading change within organizations
a.	Understanding the individual, team, organizational, and leadership components of leading change.
b.	Building self-awareness of barriers to change
c.	Practicing creating and communicating a personal leadership vision

Lesson 14	Leading change within organizations	Activity in class
Reading:	Stouten, J., Rousseau, D. M., & De Cremer, D. (2018). Successful organizational change: Integrating the management practice and scholarly literatures. Academy of Management Annals, 12(2), 752-788. **NYU Brightspace PDF.**	Lesson 14 slides
Watch and take notes:	Watch this 7 minute video about story boarding	
Optional reading	Russell, J. (2022). The incomplete leader. RSA Journal, 168(3 (5590), 42-46.	

*Feedback on Memo 3 presentations

Assignment	Final Assignments
Memo 3	Memo 3 due Wednesday, October 30th at 9:00pm
Final assignment	Final Assignment due Wednesday, November 6th at 9:00pm
Class reflection	Class reflection due Friday, November 8th at 9:00pm

Additional Optional Readings

Management & Leadership	
Self-reflection	Roberts, L. M., Spreitzer, G., Dutton, J., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. Harvard Business Review, 83(1), 74-80.
Leadership	Gallo, A. (July 26, 2012). Why aren't you delegating? HBR The science of success podcast. (2017). Evidence reveals the most important skill of the 21st century (self-awareness) with Dr. Tasha Eurich.
Increasing equity	● Morgan Roberts, L. & Mayo, T. (2019). Toward a racially just workplace. (Part of a 5-part series on "Advancing Black Leaders"). HBR ● Livingston, R. (2020). How to promote racial equity in the workplace. Harvard Business Review, 98(5), 64-72. ● Kaplan, S. (2020). Why the 'business case' for diversity isn't working. Fast Company ● Druhan, C. (2020). Moving beyond the business case for queer and trans inclusion. IN Magazine ● Dobbin, F., & Kalev, A. (2016). Why diversity programs fail and what works better. Harvard Business Review, 94(7-8), 52-60. NYU library. ● Chang, E.H., Milkman, K.L., Zarrow, L.J., Brabaw, K., Gromet, D.M., Rebele, R., Massey, C., Duckworth, A.L. and Grant, A., (July 9, 2019). Does Diversity Training Work the Way It's Supposed To?. Harvard Business Review. NYU library. ● Pedulla, D. (May 12, 2020). Diversity and inclusion efforts that really work. Harvard Business Review. ● Business Wire (2011). When Fair Goes Foul: MIT Sloan Researcher Finds That Efforts to Promote Workplace Meritocracy Can Have the Opposite Effect. **Available online**

Diversity	● Phillips, K. W. (2014). How diversity works. Scientific American, 311(4), 42-47. Brightspace PDF. ● Pisano, G. P. (2017). Neurodiversity as a Competitive Advantage. HBR ● Creary, S. website ● Ely, R. J., & Thomas, D. A. (2001). Cultural Diversity at Work: The Moderating Effects of Work Group Perspectives on Diversity. Administrative Science Quarterly 46(2), 229–273. (This is an academic article, and it might seem long and dense, so skim it to understand the main findings.) ● Mannix, E. & Neal, M. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. Psychological Science in the Public Interest, 6(2), 31-55.
Crisis	● Thriving in trying times. Center for positive organizations. ● Managing working parents during the pandemic. *Harvard Business Review,* IdeaCast
Reducing sexual harassment	● Dobbin, F. & Kalev, A. (2020). Why sexual harassment programs backfire. Harvard Business Review 98 (3), p44-52.
Providing feedback	● Mavis and company
Decision making	● Dovidio, J. F., & Gaertner, S. L. (2005). Color blind or just plain blind. The Nonprofit Quarterly, 12(4). **Available online** ● Parable of the Polygons
Negotiation	● Gallo, A. (March 17, 2016). How to disagree with someone more powerful than you. HBR. ● Castrillon, C. (2020). How to negotiate a job offer during COVID. Forbes ● Malhotra, D., & Bazerman, M. H. (2008). Confronting lies and deception. Negotiation genius: How to overcome obstacles and achieve brilliant results at the bargaining table and beyond *(*pp.196-218). Bantam. NYU Brightspace PDF. ● Hernandez, M., Avery, D. R., Volpone, S. D., & Kaiser, C. R. (2018). Bargaining while Black: The role of race in salary negotiations. Journal of Applied Psychology, 104(4), 581-592. NYU Brighspace PDF. ● Bowles, H. R., Thomason, B. J., & Bear, J. B. (2019). Reconceptualizing What and How Women Negotiate for Career Advancement. Academy of Management Journal.
Voice implementation	● Satterstrom, P., Kerrissey, M., & DiBenigno, J. (2020). The Voice Cultivation Process: How Team Members Can Help Upward Voice Live on to Implementation. Administrative Science Quarterly, 0001839220962795.
Public speaking	● Watch this public speaking for quiet people video:

Helping	● Fisher, C. M., Amabile, T. M., & Pillemer, J. (2021). How to help (without micromanaging). Harvard Business Review
Motivation	● Pfeffer, J. (2005). Putting People First: How Nonprofits that Value their Employees Reap the Benefits in Service Quality, Morale, and Funding. Stanford Social Innovation Review, 3(1), 27-33. NYU Brightspace PDF. ● The surprising truth about what motivates us: ● Cherry, K. The psychology of flow.
Meetings	● Whetten, D. A., & Cameron, K. S. (2005). Conducting Meetings. In Developing Management Skills (6th ed.), pp. 583-591. Upper Saddle River, NJ: Prentice Hall. (On reserve at NYU Bobst)
AI	● Beane, M. (2024). The Skill Code: How to save human ability in an age of intelligent machines. Haper Business. ● Ethan Mollick
Virtual work	
Virtual mgmt	● Davey, L. (2017). How to resolve conflicts with a remote coworker. HBR: Giving Feedback. ● Nawaz, S. (2020). How managers can support remote employees. HBR: Communication. Carucci, R. (2020). How to manage an employee who's struggling to perform remotely. HBR: Managing People. ● Larson, B.L., Vroman, S.R., & Makarius, E. E. (March 18, 2020). A guide to managing your (newly) remote workers. HBR: Leading Teams
Virtual meetings	● Axtell, P. (2016). What everyone should know about running virtual meetings. HBR ● Axtell, P. (2016). When your boss is terrible at leading meetings. HBR ● Hale, J., & Grenny, J. (2020). How to get people to actually participate in virtual meetings. HBR ● Molinsky, A. (2020) Virtual meetings don't have to be a bore. HBR ● Raffoni, M. (2020). 5 questions that (new) virtual leaders should ask themselves. HBR
Teams	
Videos about teams	● Professor Leigh Thompson (she and I think similarly / differently about topics): ● How to build trust on your virtual team
Books about teams	● Hackman, J. R., & Hackman, R. J. (2002). Leading teams: Setting the stage for great performances. Harvard Business Press.

	● Wageman, R., Nunes, D. A., Burruss, J. A., & Hackman, J. R. (2008). Senior leadership teams: What it takes to make them great. Harvard Business Review Press. ● Hackman, J. R. (2011). Collaborative intelligence: Using teams to solve hard problems. Berrett-Koehler Publishers. ● Thompson, L. L., & Thompson, M. (2008). Making the team: A guide for managers. Pearson, 6th Ed. ● She has many popular press articles
Podcasts about teams	● TED Business sometimes includes teams ● Teams in primary care with Ann O'Malley and Patricia Satterstrom:
Virtual teams	● Managing Virtual Teams Executive Brief. CEB HR Leadership Council. ● Ferrazzi, K. (2014). Getting virtual teams right. Harvard Business Review, 92(12), 120-123. ● Bakken, R. (2018). Challenges to managing virtual teams and how to overcome them ● Gardner, H. K. and Matviak, I. (2020). Coronavirus could force teams to work remotely. HBR: Leading Teams. ● Greer, L. (2020). Why remote work makes teams (and leaders) better
Leading teams	● Prof Amy Edmondson's Ted Talk: How to turn a group of strangers into a team: ● Articles and podcasts compiled ● Watkins, M. D. (2016). Leading the team you inherit. *HBR* ● Duhigg, C. "What Google learned from its quest to build the perfect team." The New York Times. February 25, 2016. ● Lau, D. C., & Murnighan, J. K. (1998). Demographic diversity in faultlines: The compositional dynamics of organizational groups. Academy of Management Review, 23(2), 325-340. ● Lee Cunningham, J., Gino, F., Cable, D., & Staats, B. (2020). Seeing oneself as a valued contributor: social worth affirmation improves team information sharing. Academy of Management Journal, NYU Classes PDF. This article is summarized in this video