

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

## CORE-GP 1020.006

### Management and Leadership

### Fall 2024

#### Faculty Information

- Dr. Vanessa L. Deane, AICP
- Email: [vanessa.deane@nyu.edu](mailto:vanessa.deane@nyu.edu)
- Office hours: To schedule, visit [appointment calendar](#)

#### Course Assistant Information

- Kiersten H. Mills
- Email: [khm319@nyu.edu](mailto:khm319@nyu.edu)
- Office hours: Wednesdays 10:30-12pm via [Zoom](#) or by Appointment

#### Course Logistics

- Time: Wednesday, 4:55pm – 6:35pm
- Location: 238 Thompson St (GCASL) Room 379

#### 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) The Individual Context – Managing Yourself; (2) Internal & External Stakeholders – Managing “The Public” & Engaging in Teams; (3) The Organizational Context – Managing Public Service Organizations.

Readings will introduce key concepts and valuable ways of thinking about common situations in managing self, internal and external stakeholders, and public service organizations, whether public or private. 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

Three learning objectives 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

To keep costs down, I am providing you with most of the readings and case studies that copyrights allow me to post in Brightspace. Book chapters will mostly come from:

- Feiden, Wayne (2016). [Local Planning Agency Management](#) – PAS Report 582. American Planning Association.
- Levine, J. (2021). [Leadership in Planning: How to Communicate Ideas and Effect Positive Change](#) (1st ed.). Routledge.
- Willson, Richard. [A Guide for the Idealist: Launching and Navigating Your Planning Career](#), Taylor & Francis Group, 2017. ProQuest Ebook Central.

You will need to purchase the Harvard Publishing [Coursepack](#), which includes 1) the two-day in-class team simulation, 2) one of the team case studies, and 3) one individual case study for a total of **\$36.65 by 9/20, 12p** for the professor and course assistant to set up the simulation on the system's back end.

## 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 me.

## Late Submission Policy for Assignments

Late submissions will be penalized a half-letter grade per 24-hour period. Extensions are rare, though exceptions can be requested by prior arrangements for extenuating circumstances. This policy is adopted out of respect for those who abide by deadlines despite equally demanding (and unpredictable) schedules, lives, obligations, and more – the professor included. If an extension is granted, confirm the modified deadline in writing and adhere to it without exception.

## **Wagner Writing Center**

The [Wagner Writing Center](https://wagner.nyu.edu/portal/students/academics/advisement/writing-center) offers writing support through tutors, workshops, and a writing series. Please check out the full range of services available to strengthen this critical communication skill – <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>.

## **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](https://mosescenter.nyu.edu) and click the “Get Started” button. You can also call or email (212-998-4980 or [mosescsa@nyu.edu](mailto:mosescsa@nyu.edu)) for information. Students 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](https://nyu.edu/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](https://nyu.edu/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](https://nyu.edu/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 how we see the world, how resources are distributed, how policies are made, how boundaries are drawn, and how institutions are managed.

## **Class Norms & Expectations**

### **Participation**

Your active participation in class discussions is 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 participation as well as the participation of your classmates.

The grade you provide for yourself, and your classmates will be blended with the course assistant's and instructor's assessment of your participation and contribution to the discussions and learnings.

## 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 community-based 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 produce 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 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; 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.)

Attribution, NYU Wagner MHA AI Syllabus Policy

**To ensure academic integrity, students must openly disclose any AI-generated material they utilize and provide proper attribution.** This includes in-text citations, quotations, and references. You are responsible for the information you submit based on a generative AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of generative AI tools must be documented appropriately and attributed to stay within university policies on academic honesty.

To indicate the use of a generative AI resource, a student should include the following statement in their assignments: **"The author(s) acknowledge the utilization of [generative AI tool Name], a language model developed by [generative AI tool Provider], in the preparation of this assignment. The [generative AI tool Name] was employed in the following manner(s) within this assignment [e.g., brainstorming, grammatical correction, specific section of the assignment]."**

As a reminder, please review [Wagner's Academic Integrity Policy](#).

## Remote Instruction and Netiquette

We will meet on Zoom occasionally 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 course assistant by 4p the day of class. Our online sessions are meant to be as interactive as 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. Students may not share the Zoom classroom recordings if a class is recorded. The recordings are kept within the NYU Learning Management System (Brightspace) site and are only for students enrolled in this course.

## 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, attach supplemental information as appropriate, and present them to me in hard copy.

When 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.

## Assignments and Grading Scale (60% individual; 40% team)

All assignments will be posted on Brightspace. Your grade in this course will be assessed with these assignments and in the following way:

Graded Course Elements	Due Date	% of Final Grade
Active & engaging weekly in-class participation	ongoing	15%
Reflection #1	9/11	5%
Team Launch Document	9/25	Pass/Fail
Reflection #2	10/2	5%
Individual Case Study Memo #1	10/16	15%
Team Case Study Memo #1	10/30	10%
Team Case Study Memo #2	11/20	10%
Individual Case Study Memo #2	11/27	15%
Final Team Project & Presentation	12/4	20%
Reflection #3	12/7	5%

## **Individual Assessment – 60.0%**

### **Participation: contribution to discussion & learning, 15.0%**

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.

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.

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

### **Reflections, 15.0%**

Developing a reflective practice as a professional planner is essential, regardless of its form. In this vein, the reflections you will write throughout the semester will serve as journal entries of sorts, supplemented by course readings and materials, to enhance your comfort and familiarity with listening to and articulating your thoughts as they relate to your emerging identity as planners, essentially stewards of the public good.

Prompts for each reflection will be provided in the Assignments tab on Brightspace.

### **Individual Case Study Memoranda, 30.0%**

Reading and reflecting on the case studies is an important part of the coursework. Productive discussion depends on you reading and analyzing the materials beforehand and presenting your thoughts and analysis supported by evidence in the memos. 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.

## Team Assessments – 40.0%

### Team Launch, Pass/Fail

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.

### Analytical Case Study Memoranda, 20.0%

As a team, you will submit two (2) case study memoranda, and the prompt for both assignments will be posted on Brightspace.

### Team Presentation, 20.0%

Your team will prepare a seven- to eight-minute PowerPoint presentation for session #14. Details will be provided in the Assignments tab on Brightspace.

## Course Schedule (see Brightspace for links to readings)

Class Date	Topic	Readings & Assignments Due
9/4	1. Introduction to Management and Leadership: An Urban Perspective	1. Silver, M. "The Anatomy and Soul of a Place" 2. Levine, J. Afterword Leadership in Planning: How to Communicate Ideas and Effect Positive Change 3. LPAM Chapter 9, "Planning Leadership" 4. LPAM, Appendix B (skim)
<b>Unit 1: The Individual Context</b>		
9/11	2. Tending to Personal Ecology: Managing Self in the Public Sphere	1. Idealist Chapter 1, "Introduction: A Guide for the Idealist's Path" (read pp. 1-12; skim pp. 13-15) 2. Idealist Chapter 2, "Am I Good Enough?" <b>Reflection #1 due 9/10</b>
9/18	3. Tending to Personal Ecology: Personal Ethics and Values	1. Ch 5, "The Critical Role of Values & Ethics" in <b>Planning Theory for Practitioners</b> by Michael P. Brooks, AICP 2. Idealist, Chapter 9 "Avoiding Wrong" 3. Section A and Section B, "AICP Code of Ethics and Professional Conduct" <b>Please purchase <a href="#">coursepack</a> by 12p 9/20.</b>

Class Date	Topic	Readings & Assignments Due
<b>Unit 2: Internal &amp; External Stakeholders</b>		
9/25	4. Introduction to Teams I: Collaboration & Consensus  <b>Simulation Day 1</b>	1. Innes J. & Booher, D. (2004). "Reframing public participation: strategies for the 21st century"  2. Read simulation materials in the online <a href="#">coursepack</a> .  <b>Team Launch Document (one per team) due 9/24</b>
10/2	5. Introduction to Teams II: Stakeholder Engagement  <b>Simulation Day 2</b>	1. Ch. 4, "Representing the Community" in <b>Constructing Community</b> by Jeremy Levine (2021).  <b>Reflection #2: Wildfire Fieldnote due 10/1</b>
10/9	6. Power, Influence, & Politics	1. Forester, J. (1982). "Planning in the Face of Power"  2. (read pp.113-121). Chapter 7 "Facilitative Leadership," in <b>Leadership in Planning</b> by Jeremy Levine (2021)  3. Learning by the Case Method (Brightspace)
10/16	7. Decision Making & Problem Solving  <b>APA NYM Annual Conference</b> (NYU Kimmel)	1. <a href="#">Jamaica Neighborhood Plan</a> .  2. Parry, B. (2024). " <a href="#">Department of City Planning unveils Jamaica Neighborhood Plan draft zoning framework at York College summit</a> " Qns.com.  3. Williams, et al. (2024). " <a href="#">Op-ed   Building a brighter future: The promise of the Jamaica Neighborhood Plan</a> ." Qns.com.  <b>Individual Case Study Memo #1: Politics of Participation due 10/15</b>
10/23	8. Conflict, Negotiation, and the "Public Good"  <b>Guest Speaker - TBC</b>	1. Lapp, F. "Up Close and Personal"  2. LPAM "Chapter 5, "Planning in a Political and Professional Environment"
10/30	9. Negotiating Your Planning Career  <b>Guest Speaker - Rachel DuBois</b>  (Zoom)	1. Idealist, Chapter 3 "Making Choices"  2. (read pp.6-10). Harvard Negotiation. "What is the Difference Between Leadership and Management?" <b>Harvard Law School</b> .



Class Date	Topic	Readings & Assignments Due
		<b>Team Case Study Memo #1: Partnership for Parks NYC due 10/29</b>
<b>Unit 3: The Organizational Context</b>		
11/6	10. Organizational Alignment & Strategy  (asynchronous)	1. Mercer Delta, "The Congruence Model: A Roadmap for Understanding Organizational Performance."
11/13	11. Organizational Design & Structures  (Zoom)	1. Idealist, Chapter 5 "What Work Setting?"
11/20	12. Organizational Culture	1. Chapter 2, "The Three Levels of Culture" in <b>Organizational Culture and Leadership</b> by Schein, E.H.  2. Idealist, Chapter 10, "Navigating Managers, Organizations, and Teams"  <b>Team Case Study Memo #2: Marie Trelu-Kane (A) due 11/19</b>
11/27	13. Leading Change & Managing Resistance  (Zoom)	<b>TBD</b>  *In-class Teamwork Time  <b>Individual Case Study Memo: Marie Trelu-Kane - Establishing Youth Service in France due 11/26</b>
12/4	14. Project Presentations	**In-Class Presentations**  <b>Reflection #3 due 12/7</b>