

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

CORE-GP 1020.003
Management and Leadership (M&L)
Spring 2025

Faculty Information

Professor Judy Pryor-Ramirez ("Professor J")

Email: jpramirez@nyu.edu

Office hours: Tuesdays, 5:45-6:45pm, Wagner Building (105 E. 17th Street) - Room 3057; all other times by appointment on Zoom

Course Assistant Information

Mary Deschler

Email: mdd9819@nyu.edu

Office hours: TBA

Course Logistics

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

Location: Wagner Building (105 E. 17th Street) - Room 110

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, it 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 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](#) for the team simulation for **\$26.75 by 3/4, 6pm ET** 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.

Course Schedule (see Brightspace for links to readings)

Class Date	Topic & Guiding Question	Readings & Assignments Due
Unit 1: The Individual Context		
1/21	Introduction to M&L Guiding question: What am I coming to understand about leadership?	Chapter 2 in Untapped Leadership by Vazquez-Newsum The Incomplete Leader by Russell
1/28	Purposeful Leadership Guiding question: What is my purpose, and how am I engaged in practices that	Chapters 2 and 5 in The Leader You Want to Be by Su

	enable me to be present?	Self-assessments due. Bring results to class and upload to Brightspace! ➤ Purpose Quiz ➤ Do It Scared
2/4	Learning Agility Guiding question: How does understanding self aid me in my leadership practice?	Learning about Learning Agility by Mitchinson and Morris Learning Agility (pgs 119-124 only) by De Meuse et al. Self-assessments due. Bring results to class and upload to Brightspace! ➤ Four Tendencies ➤ EQ Assessment Assignment due: Unit 1 Reflection on Friday, 2/7 by 6:00pm ET.
Unit 2: The Team Context		
2/11	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: Submit your completed Team Launch Doc to Brightspace by 6:00PM ET
2/18	NO CLASS LEGISLATIVE MONDAY	
2/25	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
3/4	Power & Decision Rights Guiding questions: What role does power play in management and leadership, and how can I manage power in decision-making?	Power Analysis for Social Change by Pettit Five Ways that Nonprofits Can Make Decision Making More Inclusive—and More Effective by Ciccarone et al. Purchase Coursepack by today!
3/11	Practice Space: Simulation Day #1! Guiding question: What does it look	Read simulation materials in the online coursepack and be prepared to use that information for the Wildfire Simulation!

	like to practice teaming, delegation, feedback, and decision-making under pressure? What am I learning about self and team contexts?	
3/18	Practice Space: Simulation Day #2 Guiding question: What am I learning from Unit 2, and how might the simulation provide insights into Unit 3?	No Readings Due
3/25	SPRING BREAK	
Unit 3: The Organizational Context		
4/1	Organizational Diagnosis	<ul style="list-style-type: none">• How to Read and Write a Case Study• Congruence Model• Wheel of Change <p>Assignment due: Unit 2 Analytical Memo on 4/1 by 6:00pm ET.</p>
4/8	Organizational Strategy Guiding question: How does an organization's strategy support alignment?	Case Study: Make the Road NY Reading: How Adaptive Strategy Happens by Evans
4/15	Organizational Design Guiding question: What role do organizational design and its structures play in an organization's strategy and alignment?	Case Study: Make the Road NY Reading: Design Your Organization to Match Your Strategy by Carucci and Shappell Assignment due: Team Case Study Memo due 4/22, 6:00pm ET
4/22	Organizational Culture Guiding question: How does organizational culture impact the other organizational building blocks of strategy and structure?	Case Study: Fostering Success Reading: Chapter 11 in Management in a Changing World by Imani, Wong and Ahuja
4/29	OrgD Project: Peer Workshop Space Guiding question: What am I learning from Unit 3 that will inform the OrgD Final Project?	No Readings Due Assignment due: Individual Case Study Memo due 4/29 by 6:00pm ET
5/6	OrgD Project Presentations	No Readings Due

	Guiding question: What can we learn by diagnosing our organizational dilemmas and making recommendations?	**In-Class Presentations** Assignment due: OrgD Memo & Slides due by 6:00 pm ET
5/13	Finals Week **No Class Meeting**	Final Exam to be released on 5/6 after class. Final Exam must be submitted for grading on Brightspace by Tuesday, 5/13 9:00pm ET

Assignments and Grading Scale

Below is a chart of your assignments with hyperlinks to assignment sheets, their due dates, and the grading scale.

Graded Course Elements	Due Date	Percent of Final Grade
Weekly active in-class participation	Ongoing	15%
Self-Assessments	In class 1/28 and 2/4	Pass/Fail
Unit 1 Assessment: Reflection Essay	2/7 by 6:00PM EST	10%
Team Launch Document	2/11 by 6:00PM EST	Pass/Fail
Unit 2 Assessment: Analytical Memo	4/1 by 6:00PM EST	15%
Team Case Study Memo	4/22 by 6:00PM EST	10%
Individual Case Study Memo	4/29 by 6:00PM EST	10%
Unit 3 Assessment: OrgD Team Project	5/6 by 6:00PM EST	20%
Final Exam	5/13 by 9:00PM EST	20%

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: Inquiry Groups and Work Teams.

Case Studies

We will complete four case studies in Unit 3 to sharpen our analysis skills and prepare for the final exam.

- You will complete two in-class case studies to prepare for writing case studies and the final exam.
- Then, you will work with your Work Team to continue practicing collaboration and build analytical thinking/memo writing skills.
- Finally, you will submit individually to hone your analytical thinking/memo writing skills in preparation for the final exam.

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.

ChatGPT 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](#).

Professor J's Classroom Policies

- **Attendance and Punctuality:** You are expected to attend all class sessions and arrive at class on time. Please email me if they will miss class and 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.
- **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.

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. (Adapted from my colleagues at Bard College)

Inclusion, Diversity, Belonging, Equity and Access Statement

NYU Wagner is committed to promoting the values of inclusion, diversity, belonging, equity, and access (IDBEA) in public service and to bringing an IDBEA 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. We value the multiple perspectives that a diverse community brings to policy discussions, and we emphasize the importance of including a wide range of opinions, perspectives, and experiences to address issues of public importance.

"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)