

CORE-GP-1020.010 Managing Public Service Organizations [Syllabus_v.3]
Robert F. Wagner Graduate School of Public Service
New York University
Spring Semester 2015

Instructor

Cliff Frasier
Phone: 917-843-2695
E-mail: cliff.frasier@nyu.edu
Office Hours: 4:00-5:00 p.m.
Wednesdays, Room 3045 in Puck

Teaching Colleagues

Hewett Chiu
E-mail: hchiu@nyu.edu

Tori Fenton
E-mail: tnf210@nyu.edu

Room Assignments

Section	Day/Time	Room
010	Wednesdays/9:30-11:40 a.m.	Kimmel, Rm 808
011	Wednesdays/11:45 a.m.-12:15 p.m.	Kimmel, Rm 808
012	Wednesdays/11:45 a.m.-12:15 p.m.	Kimmel, Rm 808

Course Goals and Objectives

The goal of Managing Public Service Organizations (MPSO) is to enhance your management and leadership skills. The course provides you with the tools you need to diagnose and solve organizational problems, to influence the actions of individuals, groups, and organizations, and to lead high-performing, successful public service organizations.

You've come to Wagner because you want to have a positive impact in the world. Your interest could be bike lanes or arts programs for poor children or access to quality pre-natal care. It could be making sure public policies are based on the best possible evidence, or that nonprofits are financially solvent, or that staff are treated fairly and respectfully. Whatever your passion, you can only realize that impact by understanding organizations. Organizations are the way work gets organized, coordinated, and accomplished. Knowing how organizations work – and how to work within them – are perhaps the most powerful tools you can have to meet your professional goals.

As a manager in an organization a key task is to assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problems at hand. One must manage people, information, and processes to accomplish organizational goals. One must make things happen, and often not under ideal conditions or timeframes. The successful execution of these goals requires managers to be able to understand what they bring to and need from their organizations, formulate a mission and strategy, make effective decisions, influence and motivate diverse individuals, apply their own skills and abilities to their teams, optimize the structure and culture of their

organization, diagnose problems, and drive organizational change. MPSO prepares you to achieve these objectives by providing you with fundamental tools developed from the behavioral and social sciences and tested by leaders in organizations representing all sectors.

Course Information

In each class we will focus on a particular set of management skills. The goal will be to distinguish between effective and ineffective strategies. We will accomplish this by discussing key theoretical concepts, analyzing related cases, engaging in exercises, and completing a team project.

This course reflects a dual focus on practice and conceptual thinking. The readings introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies, class exercises, and the team project provide opportunities to apply theories, concepts, and research findings to particular situations, sectors, and fields of interest to Wagner students and to hone skills in problem definition and problem solving. The written assignments, including the team project, ask you to consolidate your insights and to practice your analytic skills.

The project section of the course will be led by teaching colleagues. You will have an opportunity to articulate where your passions are focused regarding some area of public service, such as social justice, international development, improving government or social entrepreneurship. Then you will be matched with four other students who share your passion. Together, you will create a virtual public service organization with its own unique mission, structure, culture, products and/or services, logic model, and strategic plan.

Many of the principles and issues discussed in MPSO are relatively timeless and not limited only to organizations of a public service nature. Consequently, you should not rely on the copyright dates or specific organizational applications of either the readings or the cases in evaluating their usefulness. “Classic” readings and cases are included because they speak to important issues in useful, interesting, and time-tested ways.

The text and articles provide key ideas and theoretical insights into human behavior and its impact on productivity and performance. To be sure you have grasped the point of each chapter and article, ask yourself:

- What is the author’s main argument?
- What are the key concepts and principles introduced?
- How does this matter for an organization?
- What are the implications for the kinds of challenges I face as a leader, a manager, a policy analyst, an urban planner, or a financial analyst?
- How can I apply this to my organization, my job, and/or my career?

The cases provide concrete situations to which you should apply the concepts introduced in the readings and class discussions. They provide an opportunity for you to practice

diagnosing the nature and causes of organizational performance and to practice thinking through the potential consequences of action strategies.

It is important that you complete the reading(s) for each session in advance. You and your classmates will not benefit as much from the class discussion if you come unprepared. For sessions with a case, you will not be able to contribute to class discussion of the case if you have not read it in advance.

A class like this requires careful attention to fairness and mutual respect for one another. You should attend all classes. It is especially important that if you do have an unavoidable conflict, you do not disturb your classmates by arriving late, leaving early, or otherwise causing interruptions. If you are familiar with a case or an exercise introduced in class, please do not discuss your prior knowledge with other students until after the class session, as this can ruin the learning experience for them. If you are concerned that your expertise might be an issue, please discuss this with the instructor. You will earn 10 points when you meet the course expectations. They are:

1. Students are expected to attend every class on time.
2. Students are expected to participate in class discussions.
3. Students are expected to accord the same professional respect to their classmates' contributions as they would to the instructor's.
4. If an absence is unavoidable, give the instructor as much advanced notice as possible, and enough so that communication is possible.
5. Students are to keep a copy of their assignments in the event of a loss.
6. Late assignments will be accepted but points will be deducted.
7. If computers (or tablets) are used during class, their usage should be course-related as well as disengaged from social media, phones should not be used during class, and students should avoid leaving room during class discussion.

Readings

1. The course packet, containing many required readings and cases, is available for purchase at the NYU Bookstore on Broadway. The cost is approximately \$76.00. We are using the same course packet as another MPSO section, instructed by Sara Grant.
2. There is one book for this course:
Reframing Organizations: Artistry, Choice, and Leadership, 5th Edition
By Lee Bolman and Terrence Deal
Published by Jossey-Bass
Copyright: 2013

Price: \$75.00
ISBN: 978-1-118-55738-9

This textbook is also on reserve in Bobst Library

3. The remaining required readings are available via links on the course website at NYU Classes.
4. Most readings from the course packet (except those from Harvard Business School) will be on reserve in Bobst Library.

You must have access to the class learning management site, NYU Classes.

- Many announcements, class related documents (readings, discussion questions, class handouts, etc.) will be posted there. If you have not activated your NYU net account or have forgotten your password, you can activate or change your password at start.nyu.edu. Your account must be activated to access NYU Classes.
- Some class announcements may also 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 at home.nyu.edu.
- You will need Adobe Acrobat Reader in order to view and print some of the materials on NYU Classes. If you do not already have this (free) software installed on your computer, go to adobe.com/products and follow the download instructions.

Class Participation

All class sessions will involve active discussion based on the readings and cases, with an emphasis both on theoretical questions and practical implications. You should be prepared to share your ideas and to listen to and interpret the issues presented by others.

Keep in mind that your goal should be to contribute high quality, rather than high quantity, discussion comments and questions. High quality comments and questions possess one or more of the following attributes:

Relevance: How is your comment/question related to the current discussion?

Accuracy: Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures?

Analysis: Can you explain the reasoning behind your comment/question using careful analysis?

Integration: Does your comment/question move the discussion forward by building on previous contributions with new insights?

Individuality: Does your comment/question contribute a new perspective to the discussion, or does it simply repeat what others have already said?

Application: Does your comment/question apply the theory and concepts to real-world situations?

Assignments

In order to facilitate application of the class concepts and your project team development, you will be asked to complete some individual and team assignments.

The specific assignments are listed below:

Assignments	Date Due
Reflection Paper on Frames	9/9
Team Charter	9/30
Reflection Paper 1 on Readings (10%)	10/7
Organization Mission Statement	10/14
Case Analysis MGOA (15%)	10/14
Theory of Change and Logic Model	10/21
Strategic Plan	10/28
Reflection Paper 2 on Readings (15%)	11/4
Statement on Organization's Culture	11/11
Team Presentations (15%)	12/09
Final Team Paper (20%)	12/11
Peer Evaluation	12/11
Final Case Assignment (15%)	12/16

Individual written work will be evaluated using the following criteria:

Theory: How well can you apply the conceptual material offered in readings and lectures?

Data: How well do you utilize descriptive data to support your argument?

Analysis: How well do you integrate theory and data to create a coherent and logical argument?

Organization: How clear and well-organized is your presentation? Are all questions answered?

Writing: How well do you reflect professional quality in grammar and writing style?

Formatting: Assignments, including the team paper, should be: written in a 12-point font, left justified, double-spaced, with 1-inch margins, numbered pages, and no longer than the page limit specified for the assignment.

One general guideline to consider is to favor depth over breadth. That is, papers and memos covering fewer topics tend to also display more thorough analysis than assignments trying to cover more topics.

A separate assignment sheet will be distributed by the second class session with more specifics on each assignment, including the team project.

Writing Resources

The school provides writing assistance at the Writing Center, 411 Lafayette St. Email: writingcenter@nyu.edu.

Statement of Academic Integrity

As members of the NYU Wagner community, we are all expected to adhere to high standards of intellectual and academic integrity. See the Wagner website for the Statement on Academic Integrity. For this particular course, team projects should be completed by team members working together. Individual written assignments should be the sole work of the individual student. Violations of these standards will automatically result in all participating students failing the course and being reprimanded to the discipline committee for further action.

Course Outline and Session Schedule

Session 1: 9/2	<i>Making Sense of Organizations</i>
-----------------------	--------------------------------------

Objectives:

- Review course
- Understand the purpose and goals of different organizations
- Review history of management theory

Read:

1. Behn, Robert D. (1998). What right do public managers have to lead? *Public Administration Review*, May/June, pp. 209-224. [NYUC]
2. Bolman, L. G., & Deal, T.E. (2013). Chapters 1 and 2. In *Reframing Organizations* (pp. 3-40). San Francisco, California: Jossey-Bass. Hereafter referred to as Bolman & Deal.
3. Ibarra, H. (2015). The Authenticity Paradox. *Harvard Business Review*, January/February, pp. 52-59. [NYUC]
4. Recommended: Van Der Wal, Z., De Graaf, G., & Lasthuizen, K. (2008). What's Valued Most? Similarities And Differences Between The Organizational Values Of The Public And Private Sector. *Public Administration*, Vol. 86, No. 2, pp. 465-482. [NYUC]
5. CASE: Khagram, S., & Lalwani, T. (2007). Hurricane Katrina: A Man-Made Crisis? *The Electronic Hallway*, pp. 1-20. Required: pp. 12-15. Optional: rest of case

In Class:

- CASE: Hurricane Katrina: A Man-Made Crisis?
 1. What in this case 'jumps out at you'? How might this case tell us about the central problems and issues facing public administrators in their work?
 2. What does the case say about any special public obligations of public administrators compared to the obligations of those engaged in private administration?
 3. As you review the class syllabus, are there any themes/topics that strike you as perhaps related to this case?
- Review syllabus

Team Project

- Review of team project
- Student Bio form will be distributed and completed by each student

Session 2: 9/9*Team Formation*Objectives:

- Understand the management of teams
- Understand the stages of team development

Read (before class):

1. Bolman & Deal, Chapter 5.
2. Cross, R., Ehrlich, K., Dawson, R., & Helderich, J. (2008). Managing Collaboration: Improving Team Effectiveness Through a Network Perspective. *California Management Review, Summer*, pp. 74-98. [NYUC]
3. Lencioni, P. (2002) "The five dysfunctions of a team: A leadership fable." *San Francisco, CA: Jossey Bass*, pp. 187-190. [NYUC]
4. Katzenbach, J. R., & Smith, D. K. (1993). The discipline of teams. *Harvard Business Review, March-April*, pp. 111-120. [NYUC]
5. Recommended, skim: Hackman, J. R. (1987). The design of work teams. In J. Lorsch (Ed.), *The Handbook of Organizational Behavior* (pp. 315-342). Englewood Cliffs, New Jersey: Prentice-Hall. [CP]

Due: Two page ungraded reflection paper on frames

Team Project (recitation starting at 11:30 a.m.):

Meet in teams to get acquainted and begin first steps of project

Session 3: 9/16*Setting Strategy*Objectives:

- Learn the key features of strategic planning
- Learn the key features of logic modeling
- Understand the impact of the external environment on organizations

Read (before class):

1. Moore, M. H. (2000). Managing for Value: Organizational Strategy in For-Profit, Nonprofit and Governmental Organizations. *Nonprofit and Voluntary Sector Quarterly*, 29, pp. 183-204. [NYUC]
2. Colby, S., Stone, N., & Carttar, P. (2004). Zeroing in on impact. *Stanford Social Innovation Review, Fall*, pp. 24-33. [NYUC]
3. Light, P. C. (2004). The Spiral of Sustainable Excellence. *Nonprofit Quarterly, Winter*. [NYUC]
4. Recommended, skim: Bryson, J. M. (1988). A Strategic Planning Process for Public and Nonprofit Organizations. *Long Range Planning, 21*, pp. 73-81. [NYUC]

Team Project (recitation starting at 11:30 a.m.):

Work in teams to discuss the team charter and organization mission statement

Session 4: 9/23*Designing Organizational Structure*Objectives:

- Understand how structure can solve coordination problems

- Learn how to group organizational units
- Learn how structure can support strategy implementation

Read (before class):

1. Bolman & Deal, Chapters 3-4.
2. Galbraith, J. (2012) The Evolution of Enterprise Organization Designs. *Journal of Organization Design, August*, pp. 1-13. [NYUC]

Read and prepare one of the cases below. If your interests are more national, international, and/or finance, choose #3; if more grass-roots and social change, choose #4.

3. CASE: Dozono, L. (2008). Social Venture Partners International: The Challenge of Growing A Network. *The Electronic Hallway, University of Washington*, pp. 1-25. [NYUC]
4. CASE: Frasier, C. (2005). To Incorporate or Not To Incorporate? Reformed and Reforming Together.

In Class:

- CASE: Social Venture Partners discussion
- CASE: Reformed and Reforming Together discussion

Team Project (recitation starting at 11:30 a.m.):

Work in teams to complete team charter

Session 5: 9/30	<i>Organizational Culture</i>
------------------------	-------------------------------

Objectives:

- Develop strategies for creating an effective culture
- Understand the power of basic symbolic elements in organizations

Read (before class)

1. Bolman & Deal, Chapters 12-14.
2. CASE: Butler, M., Moores, C., O'Brien, J., Wooley, E., & Zhao, L. (2008). Goodbye To Happy Hour. *The Electronic Hallway, University of Washington*, pp. 1-5. [NYUC]
3. Chatman, J. A., & Cha, S. E. (2003). Leading by Leveraging Culture. *California Management Review, Summer*, pp. 20-34. [NYUC]
4. Recommended: Edmondson, A. (2011). Strategies For Learning From Failure. *Harvard Business Review, April*, pp. 48-55. [NYUC]
5. Jones, Gareth. (2012). Chapter 7. In Gareth Jones, *Organizational Theory, Design and Change* (pp. 179-206). Upper Saddle River, New Jersey: Pearson. [CP]

Team Project:

Team Charter due

Objectives:

- Understand how to manage people strategically
- Understand how to set goals and incentives to support productive behavior

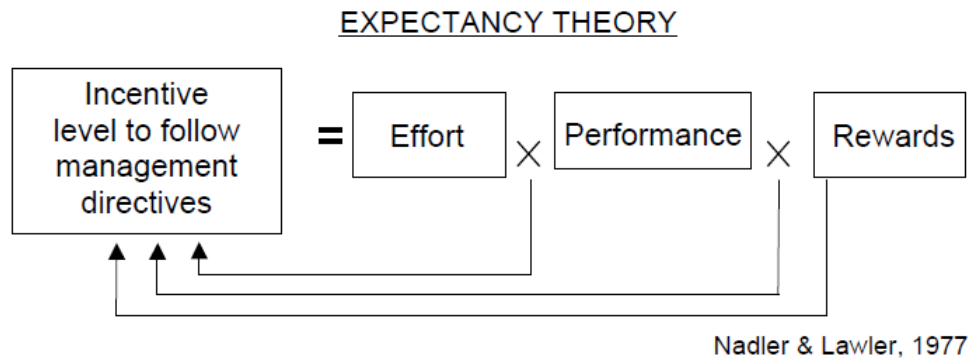
Read (before class):

1. CASE: Barro, J. R., Bozic, K. J., & Zimmerman, A. M. G. (2003). Performance Pay for MGOA Physicians (A). *Harvard Business School*, pp. 1-12. [CP]
2. Bolman & Deal, Chapter 6-7.
3. Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *Academy of Management Executive*, 9, pp. 7-14. [NYUC]
4. Nadler, D. A., & Lawler, E. E. III (1977). Motivation: A diagnostic approach. In B. M. Staw (Ed.), *Psychological Dimensions Of Organizational Behavior* (pp. 27-37). Englewood Cliffs, New Jersey: Prentice-Hall. [CP]

Due: Reflection Paper 1

Team Project:

Work in teams to complete mission statement

Objectives:

- Understand how to manage people strategically
- Understand diversity management

Read (before class):

1. Dovidio, J. F., & Gaertner, S. L. (2005). Color Blind or Just Plain Blind? The Pernicious Nature of Contemporary Racism. *Nonprofit Quarterly*, Winter. [NYUC]
2. Eisner, D., Grimm, R. T., Jr., Maynard, S., & Washburn, S. (2009). The New Volunteer Workforce. *Stanford Social Innovation Review*, Winter, pp. 32-37. [NYUC]
3. Thomas, D. A., & Ely, R. J. (1996). Making Differences Matter: A New Paradigm for Managing Diversity. *Harvard Business Review*, Sept/Oct, pp. 79-90. [NYUC]

Due: Three-page analysis of *Performance Pay for MGOA Physicians*.

Team Project:

Develop Strategic Plan, Theory of Change, and Logic Model

Organization Mission Statement due

Session 8: 10/21

Power, Status, and Strategic Influence

Objectives

- Learn how to identify important political players and their sources of influence
- Develop skills of the constructive politician

Read (before class)

1. Bolman & Deal, Chapters 9-11.
2. Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review, January*, pp. 96-103. [NYUC]
3. Heimans, J., & Timms, H. (2014). Understanding New Power. *Harvard Business Review, December*, pp. 48-56. [NYUC]

Team Project:

Submit Theory of Change and Logic Model

Session 9: 10/28

Power, Status, and Strategic Influence

Objectives

- Understanding the differences and similarities between power and status
- Understanding strategies for maintaining and expanding influence

Read (before class)

1. Magee, J. C., & Frasier, C.W. (2014) Status and Power: The Principal Inputs to Influence for Public Managers. *Public Administration Review* 74, no. 3, pp. 307-317 [NYUC].
2. CASE: Sontag, Deborah. 2001. Who brought Bernadine Healy down? In *Public Administration: Concepts and Cases, Ninth Edition*, edited by Richard J. Stillman II, 331-340. Boston: Wadsworth Cengage Learning.

Team Project:

Submit Strategic Plan

Session 10: 11/4

Leading Change

Objectives:

- How to communicate and build trust during change
- Understand models for leading change
- Understand sources of resistance to change
- Provide strategies for motivating change

Read (before class):

1. Bolman & Deal, Chapters 15-18.

2. CASE: DeLong, T. J., & Ager, D. L. (2004). Utah Symphony and Utah Opera: A Merger Proposal. *Harvard Business School*, pp. 1-16. [CP]
3. Jones, Gareth. (2012). Chapter 10. In Gareth Jones, *Organizational Theory, Design and Change* (pp. 273-294). Upper Saddle River, New Jersey: Pearson. [CP]
4. Surowiecki, J. (2009). Status-Quo Anxiety. *The New Yorker*. [Go to Internet]
5. RECOMMENDED SKIM: Ostroff, F. (2006). Change Management in Government. *Harvard Business Review*, May, pp. 141-147. [NYUC]

Due: Reflection Paper 2

Team Project:

Work in teams to complete statement on organizational culture. Start work on final paper and presentation.

Session 11: 11/11	<i>Sustaining Change</i>
--------------------------	--------------------------

Objectives:

- Understand ways to sustain change
- Understand measurement challenges

Read (before class):

1. Behn, R. D. (2003). Why Measure Performance? Different Purposes Require Different Measures. *Public Administration Review*, 63, pp. 586-606. [NYUC]
2. Puckett, G., & Dobel, J.P. (2). Seattle Community Association: Undoing Institutional Racism. *The Electronic Hallway*, University of Washington, pp. 1-11. [NYUC]
3. Sawhill, J. C., & Williamson, D. (2001). Mission Impossible? Measuring Success in Nonprofit Organizations. *Nonprofit Management and Leadership*, 11, pp. 371-

In Class:

- CASE: *Seattle Community Association* discussion
 1. What do you like about what SCA is trying to do? What are the problems with, and unintended effects of, the anti-racism initiative?
 2. What is the SCA leadership trying to achieve in the short-term? In the long-term? Which diversity paradigm (from Thomas & Ely's article, from Session 7) is motivating the anti-racism initiative?
 3. Do you feel that there is a problem with diversity at SCA? How could you collect and use evidence to determine whether SCA's hiring process could be called institutionally racist?
 4. What does the leadership's thinking reveal about which constituents they feel most accountable to?
 5. Why did the anti-racism initiative and the new hiring policy adopted in 2003 meet so much resistance?

Team Project:

Submit statement on organizational culture

Objectives:

- To analyze a case study involving change and conflict
- To understand the collaborative approach to conflict management
- Practice distributive negotiation
- To integrate past analytic approaches through an oral case study

Read (before class):

1. Cialdini, R. (2001). Harnessing the Science of Persuasion. *Harvard Business Review*, pp. 72-79. [NYUC]
2. Neale, M. (2004). Are you giving away the store? Strategies for savvy negotiation. *Stanford Social Innovation Review, Winter*, pp. 33-39. [NYUC]
3. CASE: Sackel, M., Morrison, J., & Liao-Troth, M. (2008). Pacifica Foundation: The Battle Over The Airwaves. *The Electronic Hallway, University of Washington*, pp. 1-14. [NYUC]
4. RECOMMENDED: Ertel, D. (2004). Getting Past Yes. *Harvard Business Review*, pp. 60-68. [NYUC]

In Class:

- Case: The Battle Over the Airwaves (see posted questions)
- Presentation and oral case study: Raj Thakkar (see posted summary points), Charter School Business Management.

Team Project:

Work in teams to continue preparing presentation and final paper.

Objectives:

- Understand the sources of and solutions for ethical dilemmas in organizations

Read (before class):

1. Bazerman, M. H., Baron, J., & Shonk, K. (2001). Their Gain Is Our Loss. In *“You Can’t Enlarge the Pie: Six Barriers to Effective Government,”* (pp. 44-65). Cambridge, MA: Basic Books. [CP]
2. *Bolman and Deal, Chapter 19*
3. Brockner, J. (2006). Why It’s So Hard To Be Fair. *Harvard Business Review, March*, pp. 122-129. [NYUC]
4. Campbell, A., Whitehead, J., & Finkelstein, S. (2009). Why Good Leaders Make Bad Decisions. *Harvard Business Review, Feb*, pp. 60-66. [NYUC]
5. CASE: Vandivier, K. (2002). Why Should My Conscience Bother Me? Hiding Aircraft Brake Hazards. In M. D. Ermann & R. J. Lundman (Eds.), *Corporate and Governmental Deviance: Problems of Organizational Behavior in Contemporary Society* (pp. 118-138). New York: Oxford University Press. [CP]

In Class:

- CASE: Why Should My Conscience Bother Me? Discussion
 1. Who is to blame for the unethical behavior?
 2. What factors increased B.F. Goodrich’s commitment to the flawed brake design?

3. What could Lawson have done differently to prevent the production of a flawed brake?
4. How would you go about blowing the whistle on unethical behavior in this situation?
5. What would you do to improve the organization if you were hired at Goodrich immediately after these incidents occurred?

Team Project:

Work in teams to continue preparing presentation and final paper.

Due: Extra credit assignment (for those who wish).

Session 14: 12/09

Team Presentations and Course Review

Objectives:

- Course wrap-up
- Team presentations

Read (before class):

1. Bolman and Deal, Chapter 20-21

Team Project:

Team presentations

Team Papers and Peer Evaluations are due on December 11th and should be uploaded to NYUClasses by midnight.

Your final case analysis is due on Dec 16th and should be uploaded to NYUClasses by midnight.