Course Goals and Objectives
The goal of Managing Public Service Organizations (MPSO) is to enhance your management and leadership acumen in the public and non-profit sector. 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 impactful 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 underserved students 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 mastering organization processes. 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.

A key leadership task is to assemble the skills, talents, and resources of individuals and groups into
those combinations that best solve the organizational problems at hand. You must manage people, information, and processes to accomplish organizational goals; you must make things happen, and often not under conditions or timeframes of your own choosing; and you must learn from the challenges you experience. The successful execution of these tasks requires managers and leaders to understand what skills and abilities they bring to and need from their teams and organizations, to formulate a mission and strategy, to make effective and ethical decisions, to influence and motivate diverse individuals, to optimize the structure of their organization, to measure and improve performance, and to drive organizational change.

MPSO prepares you to achieve these objectives by providing you with fundamental frameworks and tools developed from behavioral and social sciences and tested by leaders in organizations representing all sectors.

**Course Format**

Each class we will focus on a particular set of management and leadership skills. Our goal will be to distinguish between effective and ineffective strategies. We will accomplish this by discussing key concepts, analyzing related cases, engaging in role-play exercises, and completing team project.

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

The two discussion sections of the course will be led by two accomplished teaching colleagues and will focus specifically on supporting and overseeing the project teams. The teaching colleagues work directly with me as partners in this course. You are free to talk with them about any questions or concerns about the course content or assignments, but are also free to talk with me at any time.

**Preparing for Class**

It is critical that you complete the readings and case studies for each class in advance. Take care to analyze and absorb cases to prepare for class discussion. Working with a colleague to prepare is helpful and recommended.

Many of the principles and issues involved 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 readings 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 reading, ask yourself:

- What is the author’s main argument?
- What are the key concepts and principles introduced? Why does this matter for an organization?
What are the implications for the kinds of challenges I [will/currently] 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 assigned articles. They provide an opportunity for you to practice diagnosing the nature and causes of organizational performance and thinking through the potential consequences of decisions.

**Readings**

**Required**

1. The course packet, containing many required readings and all cases, is available for purchase at the *Unique Copy Center*, 252A Greene Street.
2. The remaining readings are available via links on the NYU Classes course website.

**NYU Classes**

You must have access to the NYU Classes site at [http://classes.nyu.edu/](http://classes.nyu.edu/)

- Many class related documents (assigned readings, optional readings, class assignments, etc.) and surveys/exercises will be posted here. If you have not activated your NYU net account or have forgotten your password, you can activate or change your password at [http://start.nyu.edu](http://start.nyu.edu). Your account must be activated to access NYU Classes.
- Some class announcements will 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 [https://home.nyu.edu/](https://home.nyu.edu/)

**Evaluation of Written Work**

All 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?
- **Writing**: How well do you reflect professional quality in spelling, grammar, and writing style? (See section “Writing Resources” for writing assistance)
- **Formatting**: Written assignments, including the team paper, should be submitted in 12-point font, left justified, 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.
Assignments & Grading

Your grade for the course will be based on the following elements:

INDIVIDUAL WORK (60% of your grade)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Length</th>
<th>Due Date / Submission Format</th>
<th>Graded?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>N/A</td>
<td>N/A</td>
<td>Yes (20%)</td>
</tr>
<tr>
<td>Written Assignment</td>
<td>4-6 pages double spaced</td>
<td>Distributed 10/8 and due 10/22 – hard copy at the start of class AND electronic submission via NYU Classes</td>
<td>Yes (15%)</td>
</tr>
<tr>
<td>a. Implicit Association and Stereotyping Reflection</td>
<td>2 pages double spaced</td>
<td>10/19 – 5:00 PM, electronic submission via NYU Classes</td>
<td>Yes: a+b+c = (5%) on Pass/Fail scale</td>
</tr>
<tr>
<td>b. Kidney Allocation Exercise</td>
<td>1 page questionnaire</td>
<td>11/10 – 5:00 PM, via email to your TC</td>
<td>Yes: a+b+c = (5%) on Pass/Fail scale</td>
</tr>
<tr>
<td>c. Fallsburg Budget Negotiation Prep Memo</td>
<td>1-2 pages double spaced</td>
<td>11/17 – 5:00 PM, via email to assigned teammates for this exercise and cc your TC</td>
<td>Yes: a+b+c = (5%) on Pass/Fail scale</td>
</tr>
<tr>
<td>Final Examination/Memo</td>
<td>6-8 pages double spaced</td>
<td>Posted 11/26 and due 12/10 at 5pm – hard copy in Prof. Campbell’s mailbox AND electronic submission via NYU Classes</td>
<td>Yes (20%)</td>
</tr>
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</table>

TEAM WORK (40% of your grade)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Length</th>
<th>Due Date / Submission Format</th>
<th>Graded?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Team Paper #1</td>
<td>5 double-spaced pages maximum</td>
<td>October 8: hard copy at the start of class and email to your TC</td>
<td>Yes (15%)</td>
</tr>
<tr>
<td>Interim Team Paper #2</td>
<td>5 double-spaced pages maximum</td>
<td>November 19: hard copy at the start of class and email to your TC</td>
<td>Yes (15%)</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>Five minute presentation and four minute Q&amp;A (12 minutes total)</td>
<td>November 26 or December 3, depending on group, in class</td>
<td>Yes: Team Presentation + Team Final Paper = (10%)</td>
</tr>
<tr>
<td>Team Final Paper</td>
<td>Three double-spaced pages maximum</td>
<td>December 5 at 5:00pm: hard copy in Professor Campbell’s mailbox (on the third floor of Puck) AND electronic submission via NYU Classes</td>
<td>Yes: Team Presentation + Team Final Paper = (10%)</td>
</tr>
</tbody>
</table>

Class Participation & Attendance Policy

All class sessions will involve active discussion based on readings and cases, with an emphasis on applying theory to practice. You should be prepared to share your ideas in class and listen to and interpret the issues presented by classmates. One of the challenges and interesting aspects of management in the public sector is that often there is more than one right answer, amidst a complex set of facts and unknowns, addressing multiple audiences with different agendas. Share freely, adopt an open-minded stance, entertain new ideas from classmates and consider how your recommendations might change in light of new insights.
Your class participation is crucial to understanding the complexity of decision-making and the success of the class session. Participation includes presence, promptness, preparation, and engagement. Students are expected to attend all classes (with no more than one excused absence during the semester). Please e-mail your professor and your TC before the class if you will be absent. Use of devices for purposes other than taking notes is not appropriate and can limit one’s learning.

Most participation will be voluntary; however, to ensure everyone has the opportunity to be involved, individuals will occasionally be called upon at my discretion. Keep in mind that contributions should focus on quality rather than quantity. Comments are encouraged that are relevant to the current discussion; move the discussion forward; contribute new insights; offer different perspectives; and bring in related real world experiences of your own or in the news.

Team Project Overview
The goals of the Team Project are (1) to practice using team concepts on a weekly basis; (2) to connect theory to practice by utilizing the conceptual frameworks, strategies and analytic and practical tools of the course to create with your teammates a virtual organization; and, (3) to engage your creativity and passion to design that organization to effectively address the social change you desire.

Teams will create a virtual organization by using what we learn from lectures, discussions, readings, and case studies to create essential elements of the organization. For instance, in the first two classes, we will study organizational mission. The first task of the team will be to create its virtual organization’s mission. Subsequently, the class will study strategy, and the team will create its organization’s strategy. Going forward, lessons will include performance measurement, organizational culture, diversity, and ethics. For each of the enumerated organizational areas, the team will design a plan for its virtual organization. By the close of the semester, the team will have created a detailed plan for what the organization would look like and members will possess an informed and definitive understanding of why the organization will be impactful, based upon the elements that have been studied and designed.

The Team Project represents an excellent opportunity to enhance your understanding of the essential elements of organizations, how they behave and what they require to be impactful and efficient. Your team will work on this project throughout the semester and it will address and reinforce the material that we cover in the course. In addition, the project will afford students an opportunity to exercise their creativity and passions, addressing social problems that you care about. For example, that could include climate change, affordable housing, after school programming for children, bicycle lanes, or any other topic addressing social or public concerns.

Team Project Deliverables

• Team Charter

The first team deliverable will be a Team Charter. The Charter will include the team’s mission and team members’ agreement on team goals, roles, ground rules, and protocols. Creating this document will require the team members to establish and agree upon guidelines for expected behavior – or “team norms.” These norms will help members understand and reach consensus on
how the team will conduct its business. The team should also agree upon the ground rules for working relationships. In organizational settings, the manager and the larger organizational culture establish these norms. Specific guidelines for the Charter can be found on NYU Classes.

• **Interim Team Papers**

For each element of the organization that the team addresses, there will be two deliverables. After the team carefully reviews the readings and the lecture, the team will: (1) create the component of the organization (e.g., mission statement, strategy, measurement tools), and (2) explain and analyze, pursuant to academic theories studied in the course or other identified theories, why each component is consistent with theory, and to the extent it is not, explain why.

The first Interim Team Paper (which will account for 15% of your course grade) will focus on mission, strategy, and performance measures. The second paper (which will account for 15% of your course grade) will focus on organizational culture and plans to address employee diversity and ethical behavior in decision-making. Your Interim Team Papers should be theoretically grounded and applied analytical papers. The papers should be no more than five double-spaced pages, excluding references and the appendix. To cite a work in the body of the text, list the author(s) and year of publication, in parentheses as follows: (Phillips, 2004).

• **Team Final Paper and Presentation**

The Team Final Paper and Presentation (which will account for 10% of your course grade) will be an opportunity to secure seed funding for your organization. This effort is similar to Echoing Green “whose cornerstone is providing seed funding to social entrepreneurs who are launching bold new ideas to generate positive systemic change.” Echoing Green “believes investing in and supporting the right people to the ideas and ability to execute, rather than specific business plans …”

Or, think “Shark Tank,” the reality television series in which “The Sharks - tough, self-made multi-millionaire and billionaire tycoons – give budding entrepreneurs the chance to make their dreams come true and potentially secure business deals that could make them millionaires,” or, as in your case, achieve meaningful and significant social change.

Your Team Final Paper and Presentation should seek to demonstrate the ability of your organization to achieve impactful social change that can be scaled and sustained over a considerable period of time. Your Team Final Paper and Presentation should be creative, compelling, and convincing, since you will be competing for funding with your colleagues. Prepare and deliver a presentation as if you were presenting to a group of potential funders, such as Acumen Fund, Echoing Green, and/or Gates Foundation. The presentation should be no more than eight minutes in length, with an additional four minutes allotted for questions and answers. This is a formal presentation so you should prepare visual aids to complement your verbal delivery. All team members should speak, at some point, during the presentation. It is acceptable if one or two team members focus solely on the question and answer section of your presentation.

The Final Paper would also be given to the potential funders to whom you are presenting. (More information about the specific format and content will be provided during the semester.) It should be no more than three double-spaced pages, excluding references and an appendix. Again, to cite a
work in the body of the text, list the author(s) and year of publication in parentheses as follows (Phillips, 2004). The Final Paper will be due after the presentation. This will give you ample opportunity to incorporate feedback from your classmates and teaching team following your presentation.

Final Examination/Memo
The final exam is a take-home assignment (a memo) that will be distributed on 11/26 and due 12/12.

Writing Resources
The school provides a writing consultant (free) and a writing workshop (not free) for assistance with written work. More information is available at the URL below:
http://www.nyu.edu/wagner/current/services/writing.php

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. You can view our Academic Code here:
http://wagner.nyu.edu/students/policies

COURSE OUTLINE AND SESSION SCHEDULE
Assigned readings are in the Coursepack (CP) or on NYU Classes.

<table>
<thead>
<tr>
<th>Session 1: September 3rd Developing A Public Service Mission</th>
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<tbody>
<tr>
<td>Objectives:</td>
</tr>
<tr>
<td>• Introduction to Class</td>
</tr>
<tr>
<td>• Reading, analyzing and discussing cases effectively</td>
</tr>
<tr>
<td>• Understand the logic behind mission</td>
</tr>
<tr>
<td>Readings</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Session 2: September 10th Mission Part 2/ Team Formation and Team Process</th>
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<tbody>
<tr>
<td>Objectives</td>
</tr>
<tr>
<td>• Explore the concepts of division of labor and coordination in teamwork</td>
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</table>
• Introduction to your team members for the team project
• Continue mission discussion

Readings

Session 3: September 17th  
**Strategic Analysis**

Objectives
• Learn the key features of an organizational strategy
• Learn how to perform a strategic analysis of an organization

Readings

Session 4: September 24th  
**Managing and Measuring Organizational Performance**

Objectives
• Develop an understanding of the reasons for measuring performance
• Learn how performance measurement and management translates into effective resource allocation and achieves results
• Learn the basic features of a Logic Model

Readings


* TEAM PROJECT CHARTER DUE

Session 5: October 1st Designing Organizational Structure

Objectives
- Understand how structure can solve coordination problems
- Discuss the impact of structure on other aspects of the organization

Readings

Session 6: October 8th Motivating Performance

Objectives
- Understand how to motivate people
- Understand how to set goals and incentives to induce productive behavior

Readings

*INTERIM TEAM PAPER #1 DUE

* WRITTEN ASSIGNMENT DISTRIBUTED

Session 7: October 15th  **Communicating Effectively**

Objectives
- Provide strategies for communicating feedback up and down the hierarchy

Readings

* IMPLICIT ASSOCIATION AND STEREOTYPING REFLECTION – DUE October 19th

Session 8: October 22nd  **Managing Diversity**

Objectives
- Understand stereotyping and diversity-related issues
- Develop strategies to address issues of diversity in organizations
- Provide mid-semester feedback

Readings

* WRITTEN ASSIGNMENT DUE
Session 9: October 29th Organizational Culture

Objectives
- Develop strategies for creating an effective culture
- Understand how culture provides an advantage for employee selection and retention

Readings

Session 10: November 5th Decision Making and Ethics

Objectives
- Demonstrate the sources of systematic decision-making biases
- Understand the sources of and solutions for ethical dilemmas in organizations

Readings

* KIDNEY ALLOCATION EXERCISE DUE NOVEMBER 10th
**Session 11: November 12th** Values and Justice in the Allocation of Resources

**Objectives**
- Explore decision-making in resource-constrained environments
- Understand the role of values in ethical dilemmas in organizations

**Readings**

* FALSBURG NEGOTIATION PREP MEMO DUE NOVEMBER 17

**Session 12: November 19th** Negotiation and Conflict Resolution

**Objectives**
- Comprehend the core principles of negotiation
- Assess your skills at negotiating
- Complete the Fallsburg budget negotiation

**Readings**

* INTERIM TEAM PAPER #2 DUE

**Session 13: November 26th** Power and Strategic Influence

**Objectives**
- Learn how to identify important political players and their sources of power
- Develop strategies for influencing up and down the hierarchy

**Readings**

* TEAM PRESENTATIONS

* FINAL EXAM POSTED ON NOVEMBER 26th
Session 14: December 3rd  Leading Change

Objectives
- Understand sources of resistance to change
- Identify distinct phases over the course of an organizational change initiative
- Provide strategies for championing and leading change

Readings

* TEAM PRESENTATIONS

* DECEMBER 5th – TEAM FINAL PAPER DUE

* DECEMBER 10th – FINAL EXAM DUE