



NYU

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

MSPP-GP 4105.001

Public Management II

January Term 2023

Instructor Information

- Surabhi Lal
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- (917) 843-4737
- Office Hours: After class and by appointment

Course Information

- Tuesdays (1/3, 1/10, 1/17) and Thursdays (1/5, 1/12, 1/19) from 9:30am-11:30am
- Class Location: Zoom

Course

This course provides MS in Public Policy students with an overview of contemporary public management. We review important management and leadership concepts that are required to approach public management. The course will focus on understanding management and leadership, frameworks for organizations and structures, and specific problems that leaders may face and tools that you can use. A major objective of the course is to develop skills in critical analysis necessary for practice.

Course and Learning Objectives

1. Identify the role and responsibilities of the contemporary public manager.
2. Students will be able to analyze a public manager’s approach to problem solving and decision making from a variety of perspectives.
3. Identify and understand different kinds of diversity and develop skills to address the challenges and opportunities of diversity in the workplace and in public service.
4. Introduce key concepts and useful ways of thinking about common situations in complex organizations.

Learning Assessment Table

For PADM-GP, MSPP-GP, PHD-GP, UPADM-GP, and URPL-GP courses, use the following table:

Graded Assignment	Course Objective Covered
Class Participation	#1-4

Reflection Exercises	#1-4
Memo	#1-4

Required Readings

- Articles via NYU Classes and NYU Library as listed in the detailed portion of the course syllabus
- Cases via [Course Pack for purchase](#) (\$17.00)
- Assessments and Activities as listed in the syllabus below

Assessment Assignments and Evaluation

Individual Assessments

- Quality and Quantity of Class Participation, Assessments, Simulations: 30%
- Individual Memos (Wildfire) and Reflection Papers (3): 35%
- Group Projects and Case Memos (Fostering Success and Negotiating From the Margins): 25%
- Group Presentation (TBD): 10%

Written Exercises should only use information and concepts discussed in class or contained in assigned readings. Written exercises will be submitted through NYU Brightspace in Microsoft Word or similar software using 12-point font, **single-spaced**, with one inch margins and within page limits described for each assignment.

Late Submission Policy for Assignments

1. Assignments are due on the dates and times indicated on the syllabus.
2. Extensions on assignments will be granted only in case of emergency or special circumstances. This policy is adopted out of respect to those who abide by deadlines despite equally demanding schedules. Assignments handed in late without authorized extensions will be penalized one-third of a grade per day for the first two days that the assignment is late. There will be no credit for the assignment handed in more than two days after the due date.

Other Class Information

The class discussion is an essential part of the course learning. Both quantity and quality of participation will be graded, and you are expected to contribute to and learn from the other students in the class. No laptops are permitted in the classroom; please come prepared to take notes by hand and if needed bring a hard copy of the readings for the class.

Please prepare all written assignments by yourself. We will discuss each assignment together in class, however you may not consult your colleagues before the assignments are submitted. You are not expected to do research outside of the class materials and discussion in order to prepare the written assignments.

- You can find HBR articles in the NYU Library. I believe that these are the most recent instructions as to how:

- Go to the [library website](#), click the "Journals" tab, and search for "Harvard Business Review".
- Click the first result in BobCat, then on the next page select "EBSCOhost Business Source Complete".
- Click "Search within this publication", then enter the article title and change the search box to search the "Title" of documents.
- The first result should have the full text and PDF of the desired article.

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points
A	4.0 points
A-	3.7 points
B+	3.3 points
B	3.0 points
B-	2.7 points
C+	2.3 points
C	2.0 points
C-	1.7 points
F	0.0 points

Student grades will be assigned according to the following criteria:

- (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

- (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
- (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
- (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
- (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
- (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
- (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

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 with me.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click the “Get Started” button. You can also call or email CSD (212-998-4980 or mosescsd@nyu.edu) for information. Students who are 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](#) 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](#) 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.

Detailed Course Overview

CLASS ONE: Management and Leadership in a Changing Environment

Tuesday, January 3rd 9:30 am – 11:30 am Topics:

- Define management, leadership, how they are similar and different.
- Review Key Models: Congruence Model
- Consider current workplace disruptions and changes

Read:

1. Denhardt, R. B., & Denhardt, J. V. (2000). The new public service: Serving rather than steering. *Public administration review*, 60(6), 549-559.
2. Gabarro, J. J., & Kotter, J.P. (2005). Managing Your Boss. *Harvard Business Review*, 83(1).
3. Roberts, L. M. & Mayo, T. (2019) Toward a racially just workplace. *Harvard Business Review*.
4. [The Next Great Disruption: Hybrid Work](#)

Skim/Review:

1. Gomez-Ibañez, J. A. (1986). Learning by the case method. Case Program, Harvard Kennedy School of Government. (NYU Classes)

In-Class Case (read prior to class):

- [Manzoni, J-F. & Barsoux, J-L. \(1996\) Lee Coker. INSEAD.](#)

Please come to class prepared to discuss:

1. What is the performance gap (the motivating problem) in the Lee Coker case? What caused it?
2. How did Ed and Lee's assumptions and behaviors contribute to the performance gap?
3. What should Lee do next?
4. What should Ed have done and when should he have done it?

CLASS TWO: Teamwork

Thursday, January 5th 9:30 am – 11:30 am Topics:

- Building an Effective Team
- Team Launch1

Read and Watch:

1. Eisenhardt, K., Kahwajy, J.L., & Bourgeois, L. (1997). How management teams can have a good fight. *Harvard Business Review*, 75(4), 77-85. (NYU Library)
2. Leonard, D., & Straus, S. (1997). Putting your company's whole brain to work. *Harvard Business Review*, 75(4), 110-122. (NYU Library)
3. Haas, M., & Mortensen, M. (2016). The Secrets of Great Teamwork. *Harvard Business Review*, 94(6), 70-6, 117.
4. Edmondson, A. C. & Mortensen, Mark (April 19, 2021). What Psychological Safety Looks Like in a Hybrid Workplace. *Harvard Business Review*.
5. Phillips, K. W. (2014). How diversity works. *Scientific American*, 311(4), 42-47.
Watch: How to Run Effective Meetings (12 minutes):
<https://www.youtube.com/watch?v=itzXHre536M>
6. Complete Assessments:

1. Leadership Style
2. MBTI-like assessment

TEAM ASSIGNMENT DUE: Friday, January 6th at 11:59 pm Meet:

As a team meet and then submit your team launch document.

TEAM MEMO Due Monday, January 9th at 11:59p: Fostering Success

- Identify the performance gap.
- What is the root cause?
- What steps do you recommend for Fostering Success to create a culture of equity within the organization?
- If Brooks came to you for advice on how to move forward, what steps would you outline that she might take in to have her desired impact on equity within the agency?

CLASS THREE: Bias, Decision Making, and Motivation

Tuesday, January 10th 9:30 am – 11:30 am Topics:

- Motivation in Individuals and Organizations
- Bias in Decision Making
- Examine why they are important in public service

Read and Watch:

1. Banaji, M., Bazerman, M., Chugh, D. (2003) How (Un)ethical Are You. *Harvard Business Review*. (NYU Library) 81(12).
2. Dobbin, F. and Kalev, A. (2016). Why diversity programs fail and what works better. *Harvard Business Review*, 94(7-8), 52-60.
3. Pfeffer, J. (2005). Putting People First: How Nonprofits that Value Their Employees Real the Benefits in Service Quality, Morale, and Funding. *Stanford Social Innovation Review*. 3(1), 27-33. (NYU Brightspace)
4. Video: Truth About What Motivates Us:
<https://www.youtube.com/watch?v=y1SDV8nxypE>

Skim:

1. Black, J. S. & Bright, D. S. (2019), Motivation. In *Organizational Behavior*. Chapter 7:
<https://openstax.org/books/organizational-behavior/pages/7-introduction>

Assessments:

Take two tests from [Project Implicit](#). At least one should be on race; the other is your choice.

In-Class Case Discussion: Fostering Success

- If Fostering Success aimed to create a culture of equity within the organization, what steps would you recommend Brooks or Andrews/Bennett take to define equity and a 'welcoming environment'?
- If creating a change in culture means asking staff to change how they view themselves, what kind of impact would an equity initiative have on staff's sense of self or the organizational culture?

INDIVIDUAL ASSIGNMENT DUE: Reflection Paper by Wednesday, January 11th at 11:59 pm

Write a two-page reflection paper covering the following:

- What did you learn from the team launch process? Was this something you had done before or was it new?
- How are you thinking about your own bias after interacting with the tests from Project Implicit?
- What does diversity, equity, and inclusion mean to you?
- How does understanding diversity, equity, and inclusion impact your work in public service?

CLASS FOUR: Power and Influence

Thursday, January 12th, 9:30 am – 11:30 am

Topic:

- Understanding Power and Influence
- Mapping Your Own Influence Strategies

Readings:

- [Hay Group Nine Influence Styles](#)
- McGinn, K.L. & Long Lingo, E. (2001). Power and influence: Achieving your objectives in organizations. Harvard Business School Note 9-801-425.
- Black, J. S. & Bright, D. S. (2019), In *Organizational Behavior*. Chapter 13: <https://openstax.org/books/organizational-behavior/pages/13-introduction>

Assessment:

1. Politics and power assessment
2. Thomas-Kilmann Conflict

In-Class Case and Simulations:

Determining Influence Styles

Carolina for Kibera: Please come to class prepared to discuss the Carolina for Kibera case:

1. What is the performance or opportunity gap and its root cause?
2. Identify the key players' sources of power, their networks, and the strengths of the key players.
3. What recommendations do you have to insure CFK's success in the future?

INDIVIDUAL ASSIGNMENT DUE: Reflection Paper by Sunday, January 15th at 11:59 pm

Write a one-page reflection covering the following:

- Your preferred influence style and one style that you want to get better at.
- Your reaction to the conflict assessment.

TEAM MEMO DUE: Monday, January 16th by 11:59pm: Negotiating From the Margins

1. What is the root cause of the negotiation? Consider the main parties' positions, primary interests, alternatives, and relationships with each other at the beginning.
2. What are the primary barriers facing the Santa Clara Pueblo as they attempt to assert their claim to 9,100 acres in the northeastern corner of the Baca Ranch?
3. At the end of the case, the Santa Clara Pueblo and the Forest Service disagree about whether the Santa Clara Pueblo should be allowed to acquire land the Pueblo regards as part of their ancestral homeland, but which lies outside a critical watershed. Consider

how both possible outcomes would affect the interests of the Santa Clara and the Forest Service.

4. What would you advise the Santa Clara to do at this point? Walk away if they are not allowed to acquire the additional land? What suggestions can you give both parties?

CLASS FIVE: Negotiation

Tuesday, January 17th, 9:30 am – 11:30 am

Topic:

- Negotiation

Readings:

- Gino, F. (2020), Disagreement Doesn't Have to Be Divisive, *Harvard Business Review*.
- 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.
- Neale, M. (2004). Are You Giving Away the Store? Strategies for Savvy Negotiation. *Stanford Social Innovation Review*, 2(3), 33-39. NYU Library
- 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. NYU Classes

INDIVIDUAL MEMOS DUE (Wildfire) by Wednesday, January 16th: Wildfire

Entertainment

CLASS SIX: Organizational Structure, Culture, and Change

Thursday, January 17th 9:30 am – 11:30 am

Topic:

- Structure and Organizational Culture
- Building Blocks of Organizational Culture
- Organizational Change
- Leadership

Read:

- Barsade, S., & O'Neill, O. A. (2016). Manage your emotional culture. *Harvard Business Review*, 94(1), 58-66.
- Raelin, J. A. (2005). We the leaders: In order to form a leaderful organization. *Journal of Leadership & Organizational Studies*, 12(2), 18-30.
- Schein, Edgar H., *Organizational Culture and Leadership*, Jossey-Bass, 4th edition. (NYU Classes pdf)

Skim:

- Chapter 12-Organizational Culture and Change: Denhardt, Robert B., Denhardt, Janet V., Aristigueta, Maria P., and Rawlings, Kelly C., *Managing Human Behavior in Public and Nonprofit Organizations*.

- Black, J. S. & Bright, D. S. (2019), In *Organizational Behavior*. Chapter 16:
<https://openstax.org/books/organizational-behavior/pages/16-1-organizationalstructures-and-design>

Team In-Class Case Presentations: Marie Trelle Kane and EDF Case

INDIVIDUAL REFLECTION by Sunday, January 22nd

Two page individual reflection on how you've grown in your leadership and management capabilities and skills. Choose one SIPS & Leadership conversation and how it is helping you think about leadership and possible career paths.