CORE-GP 1020: Managing Public Service Organizations
Wagner Graduate School of Public Service
New York University
Fall 2011

Professor Amit Nigam
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Office: Puck 3039, Phone: 212-992-8714
Office Hours: Tuesday, 3:00 – 5:00 p.m. or by appointment

Ann Lin (Professor Nigam’s Assistant)
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Day

Section: 007
Location: 194 Mercer, rm 307
Time: Wednesday, 12:30-2:10 p.m.

Teaching Colleagues

Avi Herring
email: avi.herring@gmail.com

Mel Raoul
email: raoul.mel@gmail.com

Section: 008
Location: Bobst, rm LL-145
Time: Wednesday, 2:15-3:15 p.m.

Section: 009
Location: 194 Mercer, rm 207
Time: Wednesday, 2:15-3:15 p.m.

Night

Section: 010
Location: 194 Mercer, fm 305
Time: Wednesday, 6:45-8:25 p.m.

Teaching Colleagues

Micah Goldfus
email: micahgoldfus@gmail.com
Section: 011
Location: 25 W. 4th, rm C-14
Time: Wednesday, 8:35-9:35 p.m.

Cristin Lavelle Goerke
Email: cristin.lavelle@gmail.com
Section: 012
Location: 25 W. 4th, rm C-12
Time: Wednesday, 8:35-9:35 p.m.
**Course Goals and Objectives**

**Focus on Leadership Skills** – The goal of Managing Public Service Organizations (MPSO) is to enhance your 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 prosperous public service organizations.

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. The successful execution of these goals requires leaders 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 of their organization, diagnose problems, and drive organizational change.

**Grounding in Research** – 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 Format**

**Weekly Topics** – Each day we will focus on a particular set of leadership skills. Our 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 team projects.

**Theory, Cases & Exercises** – This course reflects a dual focus on practice and conceptual training. The course packet readings introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies and class exercises provide opportunities to apply theories, concepts, and research findings to particular situations, sectors, and fields of interest to Wagner students and to hone your 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.

**Discussion Sections** – The two discussion sections of the course will be led by two accomplished teaching colleagues and will focus specifically on building project management skills, support and overseeing each team, and providing opportunities for further discussion of issues raised in the lecture portion of the course. 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

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

Something new, something old – 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.

Read with an eye to linking theory with practice – The articles in your course packet 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 piece, ask yourself:

- What is the author’s main argument?
- What are the key concepts and principles introduced?
- How can I apply this to my organization, my job, and/or my career?

Cases help link theory to practice – The cases provide concrete situations to which you should apply the concepts introduced in articles. 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.

Be professional! – A class like this requires careful attention to fairness and mutual respect for one another. 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 let me know before class.

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 required readings are available via links on the course Blackboard website.

Blackboard & E-mail
- You must have access to the class Blackboard site at http://classes.nyu.edu/
- You must actively use your NYU e-mail account or have appropriate forwarding set up on NYUhome - https://home.nyu.edu/ - or you may miss key e-mails or announcements regarding the course
Grading
Your grade for the course will be based on the following elements:

15% Class participation

40% Team project

Your team project grade will be based on team performance on all assignments and the final paper, and on feedback on your contribution to the team based on performance metrics that you develop as part of your team charter.

20% Individual assignments

5% Vision of value memo
15% MGOA physician analysis

25% Final exam

All written work will be evaluated using the following criteria (in order of importance):

Theory: How well can you apply the conceptual material offered in readings and lectures? How well do you convey the conceptual material you are using to a general, intelligent reader?

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 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. Sources used should be cited appropriately.

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. Late assignments will incur a grade penalty. The teaching colleagues may take a preliminary read on all course assignments and offer comments, but I will assign all final grades.
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. Most participation will be voluntary; however, to insure that everyone has the opportunity to be involved, individuals will occasionally be called upon at my discretion. 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?

In addition to discussing in class, regular attendance, timely completion of all reflections, and posts on the course blog (see below) are also factored into your course contribution grade.

Class Participation – Course Blog

This year, I am introducing a course blog for MPSO. The purpose of the course blog is twofold. First, it is a forum for students to share thoughts and reflections on course material with each other and with me outside of class. It is a particularly useful forum to share personal experiences that illustrate concepts or topics covered in class, or to engage in dialogue after you have had a chance to reflect on some of the materials covered.

Second, it is an alternative means for students to participate in class. Speaking up and sharing your views in public or group formats are essential management skills. That said, different students have different learning styles. Some students learn better through quiet concentration in class. Students who speak English as their second, third or fourth language may also not feel comfortable speaking out in class. Given these differences, all students have the option of participating in the class through posting and commenting on the course blog.

I view participation on the course blog as an essential component of participating in the course. **Students must comment at least twice on the blog over the course of the semester to earn full points for their class participation grade.** Students who are less comfortable participating in class should participate more on the course blog. The guidelines for quality comments in class also apply to the course blog.
Team Project

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 a conceptual framework to analyze an actual organization and (3) to develop your professional network with leaders of organizations that are engaged with topics that interest you.

You will be assigned to teams of four or three students. Each team will focus on a specific effort to improve organizational performance in one of the following areas covered by the course:

- Mission & Strategy
- Organizational Structure
- Employee Motivation & Incentives
- Performance Management & Measurement
- Employee/Client Diversity
- Organizational Culture

Your team will select an organization in New York City in which to study a single improvement effort. The organization you select can be in any sector that provides public service (government, nonprofit, or private) and can be one you previously worked for, one you would like to work for, or simply one that interests you. Your team will make contact with the organization, approach a senior manager to learn about its recent improvement efforts, select a specific improvement effort to examine, and interview two senior managers regarding their experiences with the identified improvement effort using a questionnaire template developed by the MPSO professors.

Your final deliverable is a theoretical and applied analytical paper that discusses the improvement effort in the following ways:

- **Theory/Prior Evidence**: What does the management/organizations literature say about the topic in conceptual/theoretical terms, and what is the evidence regarding organizational performance?
- **Data/Results**: What do the senior managers say about how the topic you are studying affects the day-to-day work in the organization and the organization’s performance? What is the history behind why things work as they do? What is working well? What could be improved? What would they change? Are there any constraints that prevent feasibly improving the organization with respect to your topic?
- **Analysis**: Based on the theory/prior evidence, explain what has happened/is happening at the organization. Can you illuminate what the leaders have told you? Can you reconcile anything that the managers told you that seems inconsistent with theory/prior evidence?
- **Recommendations**: What would your team recommend, with respect to your topic, to increase organizational performance?

Your team will be working on this project throughout the semester and periodically will be asked to provide information about your progress. The project includes the following steps.

1. As a team, find a government, nonprofit, or private organization to serve as the case study for the team's theme.

2. Create **team charter & draft performance metrics**: Discuss the initial individual and team tasks to be done in preparation for completing the steps outlined below:
• Discuss members' expectations regarding teamwork, team decision making and leadership.
• Develop agreement regarding team roles, ground rules, and protocols in the form of a team charter.
• Develop performance metrics for each team member, that you will use at the end of the term to rate your team members’ contributions. You will have the opportunity to revise your performance metrics and turn them in with your team project outline.
• Additional information on the team charter and performance metrics are on blackboard in the “team projects” folder of the “assignments” section

3. Write a project brief with the name of your organization and one leader you contacted, and a 1 paragraph description of your organization

4. Do an interview (if possible – timing is of course contingent on your contacts), schedule your second. Discuss preliminary findings as a team. Submit a team project update with final performance metrics. Further information on the team project update is on blackboard

5. Finish your second interview. Identify a theoretical framework, model, or set of concepts that can be used to analyze the change at the organization you are studying.

6. Prepare a final paper according to the formatting guidelines for all written assignments (above) and the following:
   • The paper should be no more than 10 pages double spaced, excluding references and an optional appendix.
   • Your paper should include a list of references at the end. An appendix may follow with a figure or table.
   • Use the Example Final Paper Table of Contents (Blackboard/Assignments/Team Project Materials) as a guideline for how you might structure your paper. Use the format for the readings in this syllabus as a guide for how to format the References section. To cite a work in the body of the text, list the author(s) and year of publication in parentheses as follows: (Phillips, 2004).

7. Evaluate the contributions of your team members to your team project based on the performance metrics you developed as part of your team charter, and finalized when handing in your team project update. These will be factored into your final grade.

8. At two different points in time, you will be asked to complete a questionnaire about your team experience. These questionnaires offer you an opportunity to reflect on your team project, and I use these questionnaires to learn about team processes and to consider ways to improve the team project in this class.
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Where/When</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday September 14</td>
<td>IN CLASS</td>
<td>Assignment with feedback</td>
<td>Vision of Value Memo</td>
</tr>
<tr>
<td>Friday September 23</td>
<td>By email to TC before 12AM – subject heading “MPSO charter”</td>
<td>Assignment with feedback</td>
<td>Team Charter (1 page) + Draft Performance Metrics</td>
</tr>
<tr>
<td>Friday September 30</td>
<td>By e-mail to TC before 12AM – subject heading “MPSO brief”</td>
<td>Assignment with feedback</td>
<td>Team Project Brief</td>
</tr>
<tr>
<td>Wednesday October 19</td>
<td>IN CLASS</td>
<td>Assignment with feedback</td>
<td>MGOA Physician Analysis (3 pages double spaced)</td>
</tr>
<tr>
<td>Friday October 21</td>
<td>By e-mail to TC &amp; Ann Lin before midnight – subject heading “MPSO status”</td>
<td>Assignment with feedback</td>
<td>Team Project Update + Final Performance Metrics</td>
</tr>
<tr>
<td>Monday October 31</td>
<td>Before midnight – Complete on Blackboard</td>
<td>Exercise</td>
<td>Implicit Association Exercise</td>
</tr>
<tr>
<td>Monday October 31</td>
<td>Before midnight – Upload to Blackboard</td>
<td>Reflection</td>
<td>Implicit Association Reflection</td>
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<tr>
<td>Monday November 7</td>
<td>Before midnight – Complete on Blackboard</td>
<td>Exercise</td>
<td>Decision Making</td>
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<tr>
<td>Monday November 14</td>
<td>Before class - Complete on Blackboard</td>
<td>Exercise</td>
<td>Ethical Dilemmas</td>
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<tr>
<td>Friday November 18</td>
<td>Before midnight – Upload to Blackboard</td>
<td>Reflection</td>
<td>“This I Believe” essay</td>
</tr>
<tr>
<td>Friday December 9</td>
<td>In Prof Nigam’s Mailbox @ 5PM</td>
<td>Assignment with feedback</td>
<td>Team Project Due!</td>
</tr>
<tr>
<td>Monday December 12</td>
<td>By e-mail to TC before midnight – subject heading “MPSO evaluation”</td>
<td>Assignment (without feedback)</td>
<td>Team Member Evaluation</td>
</tr>
<tr>
<td>Wednesday December 21</td>
<td>IN CLASS</td>
<td>FINAL EXAM</td>
<td>FINAL EXAM</td>
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**Assignment Notes:**

- **Note instructions for turning in assignments above. Some assignments will go just to your TC. Others will go to my assistant, Ann Lin, and your TC. Ann will print hard copies of the assignments and give them to me. Her e-mail address is ann.lin@nyu.edu. Your reflections can be turned in on blackboard.**
- Include your Wagner Box # on all assignments
- Include your Team Name on all assignments related to your team projects
- For all e-mailed assignments use the subject headings quoted above. It allows me, or Ann, or your TC to sort by subject heading.
Final Exam: The final exam will be held on Wednesday, December 21 during normal lecture hours in our normal lecture room. You must plan on being at the final if you want to enroll in the course. The exam will contain a series of short answer and essay questions. You may bring to the exam one 8.5” x 11” sheet of paper with notes on the front and back – typed or hand written. I cannot give advice that guarantees success on the exam, but I have three tips that are designed to provide you with the level and kind of knowledge I would want heading into my own exam.

1. Distribute your study time according to the following rule: the exam will 
emphasize material covered in class over material that was not covered in class, but anything from the syllabus or class is fair game (all slides, readings, cases, videos, and DVDs).
2. Think about the connections between slides, readings, cases, and videos.
3. Think about how one framework might apply to something we analyzed from a different framework in class.

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 at the following URL: http://wagner.nyu.edu/current/policies/. For this particular course, there are some specific behaviors required to meet our standards of academic integrity:

Team Project & Individual Assignments: Team projects should be completed by teams working together. Individual written assignments should be the sole work of the individual student.
Exams: All exams must be the sole work of the individual student.

Violations of these standards will automatically result in all participating students failing the course and being remanded to the discipline committee for further action.
Session 1: September 7  
Developing A Public Service Mission

Objectives
- Explore the meaning of social and public value
- Understand the logic behind mission and the purposes and goals of different organizations

Read (before class)

before class

after class

In Class
- CASE: Ellen Schall and DJJ discussion
  1. If you were Ellen Schall and were asked to take this job, how would you feel about it? What would worry you? What would attract you?
  2. What policies and mandates (formally and informally) exist for DJJ? Are these the same as a mission for a government agency/department?
  3. What would be a desirable mission for DJJ that would also be considered legitimate by the various stakeholders?
* Note Professor Magee is leading this class

Objectives
- Explore the concepts of division of labor and coordination in teamwork
- Introduction to your team members for the team project

Read
before class

after class

In Class
- EXERCISE: Legoperson

Due (in class)
- Vision of Value Memo
- One-page double-spaced memo addressed to the instructor articulating your vision of public or social value. Bring two copies to class; one for the instructor and one to share with your newly assigned project team members in discussion section. Memo writing guidelines can be found at the following URL: [http://wagner.nyu.edu/current/services/files/WritingMemos.pdf](http://wagner.nyu.edu/current/services/files/WritingMemos.pdf).
Session 3: September 21  Strategic Analysis

Objectives
- Learn the 3 key features of an organizational strategy
- Learn how to perform a strategic analysis of an organization

Read (before class)

In Class
- CASE: Rubicon DVD

Due (Friday, September 23 before midnight)
- Team charter (1 page single spaced) plus draft performance metrics (email to TC)
Session 4: September 28  Managing and Measuring Organizational Performance

Objectives

- Develop an understanding of the reasons for measuring performance
- Learn how performance measurement translates into effective resource allocation

Read (before class)


In Class

- CASE: Harlem Children’s Zone discussion
  1. What are the crucial success factors for Rheedlin before the strategic planning process?
  2. What are HCZ’s goals? Are there any conflicting goals?
  3. What is HCZ’s theory of the problem? Does the focus on neighborhood and concentration make sense?
  4. What outcomes does HCZ emphasize? Is there more emphasis on process or impact?
  5. What do you think of HCZ’s evaluation strategy?
  6. What impact has the business plan and the focus on measurement had on the staff?

Due (Friday, September 30 before Midnight)

- Team Project Brief: a) name of organization, b) name of one leader who you have contacted, and c) one-paragraph description of the organization
Session 5: October 5  
*Designing Organizational Structure*

**Objectives**
- Learn to identify different types of organizational structures
- Understand how structure can solve or exacerbate coordination problems
- Understand the strengths and weaknesses of different types of organizational structures

**Read (before class)**

**In Class**
- CASE: *Mercy Corps* discussion
  1. What are the strengths and concerns of a highly entrepreneurial organization?
  2. How much of a challenge is it for Mercy Corps to achieve consistent quality across all of its sites? What are they doing well in this pursuit and what concerns you?
  3. How does Mercy Corps’ headquarters provide the needed support for each of its operating units? What are the variables they need to consider in designing and implementing this support?
  4. How should Mercy Corps decide which functions should be performed at the operating unit and which functions should be the responsibility of headquarters?
  5. How important is the regional program director for success? If you were a country director, what is the one thing you would want from your regional program director?
Session 6: October 12  Motivating Performance

Objectives

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

Read (before class)


In Class

- Performance Pay for MGOA Physicians case overview

**EXPECTANCY THEORY**

Incentive level to follow management directives = Effort × Performance × Rewards

Nadler & Lawler, 1977
Session 7: October 19  Communicating Effectively

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

Read
(before class)

(after class)

In Class
- EXERCISE: Performance Appraisal

Due (in class)
- Three-page double spaced analysis of *Performance Pay for MGOA Physicians* [BB/Assignments for instructions]

Due (Friday October 21 before midnight)
- Team project update + final performance metrics (email to Ann Lin & TC – subject heading “MPSO team project update”)
Session 8: October 26  

Organization Culture

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

Read (before class)

In Class
- CASE: Cost Conundrum
  1. To what extent does physician culture explain the difference in utilization between McAllen & El Paso?
  2. How does culture explain low utilization in Grand Junction?
  3. How were these physician cultures created? How can they be changed? Who can change them?

Note
During discussion section, team meetings with Professor Nigam to discuss project outline for Avi’s & Cristin’s sections
Session 9: November 2  
Managing Diversity

Objectives
- Understand stereotyping and diversity-related issues
- Develop strategies to address issues of diversity in organizations

Read (before class)

In Class
- Implicit Association Exercise discussion
- 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) 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?

Due Before Class (Monday, October 31 before Midnight.)
- Complete one Implicit Association Exercise [BB/Assignments for link].
- Implicit Association and Stereotyping reflection [BB/Assignments for instructions]. Upload reflection on blackboard.

Note
During discussion section, team meetings with Professor Nigam to discuss project outline for Mel’s & Micah’s sections
Session 10: November 9  
Decision Making and Ethics

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

Read (before class)
   Required: Introduction, Biases 1, 2, 3, 9, 11. Recommended: entire chapter.

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?

Due Before Class (Monday, November 7 before Midnight.)
• Complete Decision Making Exercise [BB/Assignments for link].
Session 11: November 16  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

Read
before class

after class

In Class
- Kidney Allocation Exercise

Due Before Class (Monday, November 14 before midnight.)
- Complete Ethical Dilemmas Exercise [BB/Assignments]

Due (Friday, November 18 before midnight)
- “This I Believe” essay [BB/Assignments]
**** Note: Given this is the day before Thanksgiving, class will only meet in the daytime session (12:30 – 2:10). Professor David Elcott will be guest lecturing this section. Students from the evening section are welcome to attend during the day.

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

Read (before class)

In Class
- CASE: *Job Corps* discussion
  1. Who do you think is most powerful in the case?
  2. Which of Kelly’s influence tactics do you like? Which could he have developed better?
  3. How does Kelly use reciprocity and consistency?
  4. What strategies are most appropriate for Kelly to use to save Job Corps going forward?
Objectives

- Assess your skills at negotiating
- Comprehend the core principles of negotiation

Read (before class)


In Class

- **EXERCISE: Acme Pinnacle Negotiation**
Session 14: December 7  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

Read (before class)


In Class

- CASE: Utah Symphony and Opera Merger discussion
  1. Would you vote for the merger?
  2. What should Anne Ewers (CEO), Keith Lockhart (conductor), and the artists be concerned with?
  3. What would you do with the artists? Make them all full time employees?
  4. How would you minimize culture clash?
  5. How would you advise Ewers and Lockhart in dealing with each other?

1. Wrap-up

Due

- Team Project – Final Paper - Friday December 9 before Midnight
- Team Member Evaluations - Monday December 12 before Midnight

FINAL EXAM – WEDNESDAY, DECEMBER 21 DURING NORMAL CLASS HOURS
STRATEGIC ALIGNMENT FRAMEWORK

**Inputs**
- Environment
- Resources
- History
- Mission

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**Structure**

**Informal Organization**

**Tasks**

**People**

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**Outputs**
- Organization
- Group
- Individual

Nadler & Tushman, 1992