Course Goals and Objectives

The goal of Managing Public Service Organizations (MPSO) is to offer a focused view of public service organizations that will provide specific skills and knowledge base to enhance your leadership capacity. The course also offers you the tools you need to diagnose and solve organizational problems, to influence the actions of individuals, groups, and organizations, and to lead successful 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; and you must learn from the challenges you experience. The successful execution of these tasks requires 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 the behavioral and social sciences and tested by leaders in organizations representing all sectors.

Course Format

Each day we will focus on a particular set of leadership skills and management perspectives. 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 projects.
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.

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 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.

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 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 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 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.

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 readings are available via links on the course Blackboard website.

Optional
The syllabus indicates a number of optional readings provided on Blackboard for students who would like to read more about a particular topic. For students who want to read a thorough, academic treatment of many of the topics we will cover in class, reviewing the literature in organizational theory and organizational behavior in public organizations, I would recommend the following textbook:

Blackboard
You must have access to the class Blackboard site at http://classes.nyu.edu/

• Many class related documents (extra readings, discussion questions, class handouts, 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. Your account must be activated to access Blackboard.
• 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 NYUHome https://home.nyu.edu/

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

10% Class participation (see guidelines below)
35% Team project (intermediate assignments and paper; team member evaluations)
15% Individual assignments (1 memo and 1 paper)
15% One page reflections (3)
25% Final exam

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. Please carefully read the readings and cases before class sessions. 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.

In most sessions, we will begin with small groups discussing one reading from fiction or other sources that could reflect on our issues. This will take place immediately for the first ten minutes of the session. Groups will be informal and my hope is that you will reach out to different individuals and meet your colleagues during the course of the semester. The readings for this weekly exercise will always be marked with an asterisk and generally will be first on the reading list.
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?

Regular participation in discussions and class exercises is expected. If you must miss a class, it is essential that you notify me and your TC at least 24 hours in advance so I can make arrangements for any in-class exercises. **If speaking in public is difficult for you, please speak with me or email me and we can discuss how best you can participate in class sessions.**

**Reflections**

You are required to hand in three one-page single spaced written reflections that focus on the readings, your own experience and insights and, if you desire, the class sessions. These reflections are your opportunity to integrate what you have been learning and to allow me to see how you are using what you have learned. It is imperative that each reflection refers to the reading(s) around which you build your reflection. You can use any of the readings from the sessions that precede your handing in the one page reflection – but do not skimp on citing the readings you are utilizing. And then build your case around the readings – agree, disagree, critique, offer alternatives, note their significance or irrelevance – that address the issues or questions of the reading and the class session. This is your opportunity to “talk” to me about what you are learning through the readings. The first reflection is due no later than October 13, the second no later than Nov 10, and the third no later than December 8th.

**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 three or four students. Each team will focus on one of the following areas covered by the course:

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

Your team will select an organization in New York City in which to study one of these topics. The organization you select can be in any sector that provides public service
(government, nonprofit, or for-profit) 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 and approach and interview two senior managers to learn about the topic you have selected in the context of that organization. Your final deliverable is a theoretically grounded and applied analytical paper that discusses the topic as applied to the organization 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/Evidence:** 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 (although the tasks in bold are required in the order presented, the remainder is only a recommended order in which to proceed):

1. 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** (see Blackboard for some models of team charters).
2. As a team, find a government, nonprofit, or for-profit organization to serve as the case study for the team’s theme. Identify two senior managers who are willing and available to be interviewed. Submit a **team project brief**.
3. Discuss the initial individual and team tasks to be done in preparation for completing the steps outlined below. Divide and coordinate tasks among team members.
4. Develop interview questions and conduct your first interview. Identify a theoretical framework, model, or set of concepts with which you can analyze your chosen topic at the organization you are studying. Submit a **team project status report memo**. Conduct your second interview.
5. Prepare a **final paper** according to the criteria for all written assignments (below) 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).
• **Due December 8th in class.**

6. **Team member questionnaires and evaluations.** At three 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. The last questionnaire, which you will complete during the final section meeting, will include some items that will serve as team member evaluations. These will be factored into your team project grade.

**Assignments and Outside-of-Class Exercises:** To facilitate application of the class concepts and your project team development, you will be asked to complete some individual and team exercises, reflections, and assignments, outside of class in addition to the team paper. Most of these are very brief; the exceptions are the MGOA Physicians Analysis and the Team Final Paper. The exercises, reflections, and assignments and their due dates are listed below:

****UPLOAD ALL ASSIGNMENTS TO BLACKBOARD***

<table>
<thead>
<tr>
<th>Exercises</th>
<th>Assignments without Feedback</th>
<th>Assignments with Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercises</strong></td>
<td>• Self-Assessment for first session (see Blackboard)</td>
<td>• Vision of Value Memo, <em>Sep 15</em> (1 page double spaced) (TC)</td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td></td>
<td>• Reflections (3) handed in by <em>Oct 13, Nov 10 and Dec 8</em></td>
</tr>
<tr>
<td><strong>without</strong></td>
<td></td>
<td>• Team Charter, <em>Sep 25</em> (1 page single spaced)</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td>• Team Project Brief, <em>Oct 9</em></td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td></td>
<td>• MGOA Physicians Analysis, <em>Oct 17</em> (3 pages double spaced)</td>
</tr>
<tr>
<td><strong>with</strong></td>
<td></td>
<td>• Team Project Status Report Memo, <em>Oct 23</em> (1 page single spaced)</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>without</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td>• Decision Making, <em>Nov 7</em> (Blackboard)</td>
<td>• “This I Believe” essay, <em>Nov 21</em> (1 page single spaced)</td>
</tr>
<tr>
<td><strong>with</strong></td>
<td></td>
<td>• Team Final Paper, <em>Dec 8</em></td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

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. Please do not seek extensions or exceptions to deadlines except in cases of emergency: we know that all of you have complicated schedules, but it is not fair for us to accommodate some complications but not others. Late assignments will be deducted by 10% for every 24-hour period past the deadline. The teaching colleagues may take a preliminary read on all course assignments, but I will assign all final grades.

Final Exam: The final exam will be held on December 15 during normal lecture hours in our normal lecture room. It 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. 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/. This is a good resource for issues of academic integrity, especially regarding writing. 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.
COURSE OUTLINE AND SESSION SCHEDULE

[CP] = Coursepack  [BB] = Blackboard

Session 1: September 8  Developing A Public Service Mission

Objectives

• Explore the meaning of social and public value
• Understand the logic behind mission

Read

before class
1. **SELF ASSESSMENT EXERCISE to be completed before and brought to class(BB)**
6. Team Profile sheet to be completed before and brought to class (BB)

after class

In Class

• Bring to class the self-assessment sheet you filled out before class from Blackboard for this session.
• Bring to class the Team Profile sheet you filled out before class from Blackboard for this session.
• 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?
• Review syllabus

SPOFFORD JUVENILE DETENTION CENTER  ELLEN SCHALL
Session 2: September 15  

Team Formation and Team Process

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.

MODEL OF TEAM PERFORMANCE
Effects on Group Cohesion
- Quality
- Creativity
- Efficiency

Effects on Organization
Sustainability
Growth

McGrath,
Session 3: September 22  

Strategic Analysis

Objectives

• Learn the key features of an organizational strategy
• Learn how to perform a strategic analysis of an organization
• Tools: Change Models

Read (before class)

1. **David Orozco (2011), Orientation (BB)**

In Class

• CASE: Rubicon DVD

Due (Sunday, September 25 at midnight)

• Project team charter (1 page single spaced; upload to blackboard)
Session 4: October 6  5:30-6:45  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?

**HARLEM CHILDREN’S ZONE**

**THE BABY COLLEGE**

- The Baby College, our innovative parent unit on infant development, was designed by Dr. T. Barry Buzansky, a foremost expert in early child development. The Baby College provides parenting workshops, child development classes, and access to community resources for parents with children ages 3 to 5. In FY 2007, The Baby College offered 24 four-week workshops in which 300 parents with 400 children participated.

- 60% of parents improved the frequency of reading to their children
- 45% of parents had health insurance for their children upon graduation
- 73% of parents had up-to-date or scheduled immunizations for their children upon graduation.
Due Sunday, October 9 at midnight (1 page single spaced; upload to blackboard)

• 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 6 Designing Organizational Structure
(regular time)

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

Read (before class)
1. **Patrick Lencioni (2004), Death by Meeting, pgs. 71-75, 248 (BB)**

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 13  
Motivating Performance  
Guest lecturer: Amit Nigem

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

Read (before class)
1. **Joshua Ferris (2007), Then We Came To the End, pgs. 3-12 (BB)**

In Class
- Lecture on concepts that are essential for your Performance Pay for MGOA Physicians case analysis

Due: First reading reflection (by class time, upload to blackboard)

Due (Monday, October 17 at midnight)
- Three-page double spaced analysis of Performance Pay for MGOA Physicians [BB/Assignments for instructions] (upload to blackboard)

**EXPECTANCY THEORY**

\[
\text{Incentive level to follow management directives} = \text{Effort} \times \text{Performance} \times \text{Rewards}
\]

Nadler & Lawler, 1977
Session 7: October 20 Framing and Communicating Effectively

Objectives
- How to frame public service and social justice issues
- Provide strategies for communicating feedback up and down the hierarchy
- Learn how to structure meetings effectively

Read
before class
1. **Drew Westen (2011), What Happened to Obama’s Passion?**
3. Patrick Lencioni, Death By Meeting, pg. 223-254 (BB)

after class

In Class
- EXERCISE: Performance Appraisal

Due
- Sunday, October 23, midnight
- Team project status report memos (1 page single spaced; email to Professor Elcott and TC) Monday, October 24, 12 p.m.
- Complete one Implicit Association Exercise [BB/Assignments for link].
- Implicit Association and Stereotyping reflection [BB/Assignments for instructions] (upload to blackboard)

“The complaints against you are as follows: You don’t return calls, you don’t encourage your staff, and you’re nobody’s best friend.”
Session 8: October 27  Managing Diversity

Objectives

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

Read (before class)


In Class

- Situational Identity Exercise
- 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?

In Section

- Review Team project status reports with Professor Elcott
Session 9: November 3  

Organizational Culture

Objectives

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

Read (before class)
1. **Joshua Ferris (2007), Then We Came To the End, pgs. 27-36 (BB)**

In Class
- CASE: *The Royal Treatment* (SAS) video

In Section
- Team project status reports with Professor Elcott

Due (Monday, November 7 at 12 p.m.)
- Complete Decision Making Exercise [BB/Assignments].
Session 10: November 10  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)

1. **DRG Associates (2011), Ethical Non-Profits Attract and Retain Employees ** (BB)
   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: 2nd Reflection (due by class time, uploaded to blackboard.)

Due (Monday, November 14, 12 p.m.)
- Complete Ethical Dilemmas Exercise [BB/Assignments].
Session 11: November 17  
Values and Justice in the Allocation of Resources  
DOUBLE SESSION 5:30-6:45

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
• **“This I Believe” – each student gives a short version in small groups**
• Kidney Allocation Exercise

Due (BRING TO CLASS and submit by November 21, 12 p.m.)
• “This I Believe” essay [BB/Assignments for instructions] (upload to blackboard)

### Procedures

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Fair</th>
<th>Unfair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>Satisfaction</td>
<td>Disquiet</td>
</tr>
<tr>
<td>Unfair</td>
<td>Displeasure</td>
<td>Moral outrage</td>
</tr>
</tbody>
</table>
Session 12: November 17th  

Negotiation and Conflict Resolution  

REGULAR CLASS TIME

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

Read (before class)

Model of the Negotiation Bargaining Zone

![Model of the Negotiation Bargaining Zone](image-url)
**Session 13: December 1  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

**Read (before class)**
1. **Servant Leadership (BB)**

**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?
Session 14: December 8  

Leading Change

Objectives

- Understand sources of resistance to change
- Provide strategies for championing and leading change

Read (before class)

1. **Heifetz and Linsky, Masters of Creative Change, (BB) **

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?

- Wrap-up

Due:

- 3rd Reflection. (By class time uploaded to blackboard.)

Due (on blackboard)

- Team paper

![Strategic Alignment Framework](image)

**STRATEGIC ALIGNMENT FRAMEWORK**

Nadler & Tushman, 1992