Strategic Management of Public Service Organizations

PADM-GP2110.01 - Summer 2013

Course Information:

- Dates: Thursdays, May 30 – July 11
- Class Time: 4:00-7:00 pm
- Location: Goddard Hall / 45 West 4th St, Room B02

Instructor:

Jason Franklin
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Wagner School of Public Service
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Course Overview:

How can a nonprofit or public sector organization “be successful?” What does it take to achieve your mission? How should you organization be structured to be most effective? How do you deal with the loss of a major grant, the entrance of a new competitor, or a radical change in the political or funding landscape? How should you motivate your staff and sustain and grow your organization’s leadership?

In order to deal effectively with these challenges, managers need to acquire knowledge and skills in strategic management. These include conceptual and leadership skills such as the ability to accurately read change in the external environment, define and redefine organizational purpose, handle the complex trade-offs between demand for services and resource constraints, manage ongoing relationships and partnerships with other groups, maintain the commitment and productivity of employees, and guide the organization toward continuous improvement of service production and delivery systems to meet client needs. In other words, managers need deep knowledge of how to think, decide, and act strategically, both in organizational affairs and in matters affecting their capacity for leadership.

Strategic Management aims to prepare current and future managers of public service organizations for leadership roles by focusing on the knowledge, skills, values and attitudes needed to manage public service organizations.
strategically. This course is required for all students in the Public and Nonprofit Program's management specialization.

Readings:

This is a reading intensive course. All readings will be posted on NYU Classes and we will also be reading a series of cases.

Some cases are available free online and others, to reduce costs, I will give you instructions about how to purchase for electronic download (1/2 the price of case pack copies). Please notify me immediately if you have any trouble downloading any of these readings.

Expectations of Students

1. Take responsibility for your learning.

   • Attendance. Every student benefits from the viewpoints of other students. If you need to miss a class for unforeseen reasons you are responsible for getting all information covered in class. It is preferable to inform me of any previously scheduled conflicts no later than the first week of the course. I understand that occasionally family and health emergencies necessitate missing class, but please email me in advance of a class that you will be absent OR email immediately afterwards for follow-up. If you miss more than one class sessions, your participation grade will be affected.

   • Preparation for Class. Read ALL assigned materials and make note of questions, inconsistencies, areas of interest, and connections you find to other readings

   • Complete ALL Graded and Ungraded Course Assignments. All assignments should be turned in on time and in compliance with all criteria listed in the assignment instructions.

   • Technology. It is expected that you will use an active e-mail account, use the Internet, access electronic databases in the review of literature in the field, access NYU Classes, etc. Most assignments will be submitted electronically to the NYU Classes course site.

2. Abide by Wagner's Academic Code the NYU Academic Integrity Policy.

   These expectations include the application of academic integrity and
honesty in your class participation and assignments. Violation of these expectations of academic integrity may result in a range of disciplinary sanctions including failing the assignment, failing the course, requiring additional academic work, lowering the student's overall grade, or a combination.

Violations of academic integrity include, but are not limited to: cheating on exams or assignments, submitting your own work towards requirements in more than one class without the explicit prior permission of the instructors, providing your work for someone else to submit as his or her own, collaborating on work intended to be done individually, forgery of academic documents, and plagiarism. Plagiarism consists of presenting ideas or words without adequate acknowledgement of their source and, as with other acts of academic fraud, is a violation based on fact rather than intent. Any of the following acts constitutes plagiarism:

- Using a phrase, sentence, or passage from another person's work without quotation marks AND attribution of the source. (Both quotations and attribution are necessary).
- Using text from a source that is rearranged, paraphrased or discussed without attribution to the source;
- Submitting work where a central idea for a section/paragraph is taken from a source, written in the student's own words and not cited in the text;
- Submitting work completed by another (including work that was accessed via the internet) copied in its entirety or modified without attribution to the source.

3. **Accommodations.** In order to receive accommodations for a disability, you must be registered with the Moses Center for Students with Disabilities. If possible, please talk with me about any accommodations you require prior to class sessions.

4. **Questions about class.** If you have any questions/comments/concerns about readings, about anything said in class (particularly by me or a guest speaker), about the tone or content of class discussion, about your papers and their grades, or, in short, about anything having to do with this course, please talk with me. This course requires the participation of each and every student to be successful.
Course Overview:

Class Overview

- What is strategy? How does it “fit” in a broader frame of nonprofit management?

Planning

- Developing Strategy and the Strategic Planning Process
- Internal and External Assessment
- Relationship and Positioning in the Field

Implementation

- Strategy and Structural Change
- Challenges of Boards, Staff, & Scale

Assignments & Grades

Your grade in this course is based on four components:

1. **Class Participation - 30%** - Your active participation is critical for your success in this short, intensive class. After your first absence, any additional absences from class without a medical or other serious emergency will result in an automatic loss of ¼ of your participation grade per class missed. Besides attendance, I will be looking for you to have read and thought about the readings, contribute to in-class discussion, and actively participate in case discussions.

2. **Case Responses - 30%** (Due at the start of class. Late submissions NOT accepted) - You are responsible for submitting a 2-page response paper to each of the 6 cases covered in class.

3. **Case Proposal - 5%** (Due June 20th at the start of class) - Two-page proposal on an organization you will write a case study of for the course. Your proposal should briefly describe the organization and why it will make for a compelling case.

4. **Case Study - 35%** (Due July 11th by 11:59 pm EDT) - The case study should describe the organization, its environment, and the dynamics of some strategic management question facing the organization in 12-15 pages.
Weekly Topics and Readings:

May 30th – Class Overview and Discussion of “What is strategy?”

June 6th – Planning: Developing Strategy and the Strategic Planning Process

Readings:


Cases: (From the Bridgespan Group Resource Library)

• The Justice Project: Using Strategic Planning to Increase the Impact of Advocacy
• YES Prep Public Schools: Honing the Pathways of Growth
• Bay Area Coalition for Equitable Schools: Achieving Strategic Clarity
• The California Endowment: Sharpening a Foundation’s Grantmaking without Limiting Its Mission
• MY TURN: Preparing for Regional Growth
June 13th – Planning: Internal (organizational) and External (environmental) Assessment

Readings:


Case: (From the Harvard Kennedy School Case Program)

- Merger Talks: The Story of Three Community Development Corporations in Boston

June 20th – Planning: Competition, Collaboration & Leadership

**Guest Lecturer: Richard Burns**

Richard joined The Funding Exchange as Interim Executive in December, 2012. Prior to joining FEX, he served as interim executive director for a number of other progressive philanthropic and LGBTQ organizations including Funders for LGBTQ Issues and the Stonewall Community Foundation. He previously served as Chief Operating Officer at the Arcus Foundation, a global foundation advancing pressing social justice and conservation issues, and as Executive Director of the NYC LGBT Community Center from 1986 to 2009 which provides mental health and social services, cultural programs, public policy programming and meeting space to more than 5,000 people each week.

He was the founding president of Gay & Lesbian Advocates & Defenders (GLAD) in 1978 and served as Managing Editor of Gay Community News in the late 1970’s, both in Boston. He is a member of the Selection Committee of the 2012 & 2013 New York Community Trust – New York Magazine Nonprofit Excellence Awards and serves as Vice-Chair of the
Board of Directors of the NonProfit Coordinating Committee. Richard is a member of the Board of Directors of the New York City AIDS Memorial Park campaign and serves on the Advisory Board of the Center for HIV Law & Policy.

Readings:

- Carol Chetkovich and Peter Frumkin. (November 2002) Balancing Margin and Mission: Nonprofit Competition in Charitable versus Fee-Based Programs. Hauser Center Working Paper No. 11

Case: (From the Harvard Kennedy School Case Program)

- Peninsula Community Foundation
- Lincoln Center for the Performing Arts: Alternative Futures
- Cancer Health Alliance of Metropolitan Chicago: Working Together to Achieve Mutual Goals

**June 27th – Implementation: Strategy and Structural Change**

Readings:

• Weinstein, L. and Bukovinsky D. Use of the Balanced Scorecard & Performance Metrics to Achieve Operational and Strategic Alignment in Arts and Culture Not-for-Profits International Journal of Arts Management. Montréal: Winter 2009. Vol. 11, Iss. 2; pg 42

Case: (From the Harvard Kennedy School Case Program)
• Mayor Anthony Williams and Performance Management in Washington, DC

July 4th – Independence Day – No Classes

July 11th – Implementation: Challenges of Boards, Staff, & Scale

Readings:

Case: (From the Bridgespan Group Resource Library)
• Nurse-Family Partnership: Organizing for National Expansion
• After School Matters: Managing rapid local expansion as young organization
• Earth Force: Building a national network while developing a new program offering and diversifying funding
• National Foundation for Teaching Entrepreneurship (NFTE): Building a scalable network to share its curriculum broadly
• Public Allies: Building the infrastructure for growth