**CORE-GP 1020: Managing Public Service Organizations**  
Wagner Graduate School of Public Service New York University  
Fall 2013  
Wednesday 12:30-2:10pm  
194 Mercer, Room 307

**Lecturer**  
Ji Eun Chang  
email: ji.chang@nyu.edu  
Office Hours: Monday, 4:00 – 5:30p.m. or by appointment.  
Location: TBD

**Teaching Colleagues**  
Jenni Diaz  
Email: jenni.diaz@nyu.edu  
Gretchen Upholt  
email: gretchenupholt@gmail.com  
Section: 02  
Location: 25 W4 C-3  
Time: Wednesday, 2:15-3:15 p.m.  
Office Hours: Thursday, 4-5 p.m.  
Section: 03  
Location: 25W4 C-15  
Time: Wednesday, 2:15-3:15 p.m  
Office Hours: Wednesday, 10 a.m.- noon

**Course Goals and Objectives**
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.

You’ve come to Wagner because you want to have a positive impact in the world. Your interest could be bike lanes or arts programs for poor kids or access to quality pre-natal care. It could be making sure public policies are based on the best possible evidence, or that nonprofits are financially solvent, or that staff are treated fairly and respectfully. Whatever your passion, you can only realize that impact by mastering organization processes. Organizations are the way work gets organized, coordinated, and accomplished. Knowing how organizations work – and how to work within them – are perhaps the most powerful tools you can have.

A key leadership task is to assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problems at hand. You must manage people, information, and processes to accomplish organizational goals; you must make things happen, and often not under conditions or timeframes of your own choosing; and you must learn from the challenges you experience. The successful execution of these tasks requires 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. 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 readings provide key ideas and theoretical insights into human behavior and its impact on productivity and performance. To be sure you have grasped the point of each 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.
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 NYU classes website.

NYU Classes
You must have access to the class site on NYU Classes at http://newclasses.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 NYU Classes.
• Some class announcements will also be distributed via e-mail. Thus, it is important that you actively use your NYU e-mail account, or have appropriate forwarding set up on NYUHome https://home.nyu.edu/.

Statement of Academic Integrity
As members of the NYU Wagner community, we are all expected to adhere to high standards of intellectual and academic integrity. You can view our Academic Code here: http://wagner.nyu.edu/students/policies

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

Assignments and Grading:
Your grade for the course will be based on the following elements. Non-graded assignments are important to either support you in the Team Project or to prepare for in-class exercises/discussions.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Length</th>
<th>Due Date/Submission Format</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and participation</td>
<td>N/A</td>
<td>N/A</td>
<td>20 points</td>
</tr>
<tr>
<td>MGOA Physicians Analysis Midterm</td>
<td>4-6 pages double spaced</td>
<td>3/12 - Hard copy at the start of class AND electronic submission via NYU Classes</td>
<td>15 points</td>
</tr>
<tr>
<td>Implicit Association Exercise and Reflection</td>
<td>2 pages double spaced</td>
<td>3/23 (SUNDAY) – by noon, electronic submission via NYU Classes</td>
<td>5 points (together on a pass/fail scale)</td>
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<tr>
<td>Kidney Allocation Ranking</td>
<td>1 Page questionnaire</td>
<td>4/13 (SUNDAY)– by noon, complete questionnaire electronically via link provided by TCs</td>
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<tr>
<td>Final Paper</td>
<td>6-8 pages double spaced</td>
<td>5/16 (FRIDAY) - by 7 p.m., electronic submission via NYU classes</td>
<td>20 points</td>
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GROUP WORK – UP TO 40 POINTS

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<tr>
<th>Assignment</th>
<th>Length</th>
<th>Due Date /Submission Format</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Team Project Charter</td>
<td>1-2 pages single-spaced</td>
<td>2/19 – Hard copy in section AND emailed to TC</td>
<td>5 points (together on pass/fail scale, including Paper Outline below)</td>
</tr>
<tr>
<td>Team Quick Check</td>
<td>1 page double-spaced</td>
<td>3/3 (MONDAY) – Email to TC by 7 p.m.</td>
<td>5 points</td>
</tr>
<tr>
<td>Team Project Status Report</td>
<td>2 pages double-spaced</td>
<td>3/30 (SUNDAY) – by 7 p.m., emailed to TC</td>
<td>5 points</td>
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<tr>
<td>Report memo</td>
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<tr>
<td>Paper Outline</td>
<td>2 pages single-spaced</td>
<td>4/21 (MONDAY) – email to TC by 7 p.m.</td>
<td>Pass/fail, included in 5 points above</td>
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<tr>
<td>Team Presentation</td>
<td>8 minute presentation + 4 minute Q &amp; A</td>
<td>5/7 – at the start of class</td>
<td>30 points (together for team paper and presentation)</td>
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<tr>
<td>Team Paper</td>
<td>10 pages double-spaced maximum</td>
<td>5/7 – Hard copy at the start of class and email to TC</td>
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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. 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.

Written Work:
All written work will be evaluated primarily on the quality of your insights and your ability to demonstrate that you have studied the course readings and reflected on the class discussions. 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. In addition to content, written work is expected to meet the following criteria:

**Organization:** How clear and well-organized is your presentation? How well do you develop
and support a coherent and logical argument?

**Writing:** How well do you reflect professional quality in spelling, grammar, punctuation, and clarity? Papers that are poorly written or full of mistakes will not be eligible for a grade in the A-to-A range and may even be returned to be redone, with an automatic grade reduction.

**Formatting:** Unless stated otherwise, written assignments, including the team paper, should be submitted as a word document in 12-point Times New Roman font left justified, with 1-inch margins, numbered pages, and no longer than the page limit specified for the assignment.

Paragraphs should be indented, with no more than one space between paragraphs. Citations should be included in parentheses in the text (author, year, and page number) with full references included in the bibliography at the end of the document (the bibliography will not count toward the page limit). Your full name should be included in both the document name as well as in the document heading.

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.

**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 five students. Your team will select an organization in New York City in which to study one of the main topics of the course. 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, and a presentation conducted in a professional manner. Detailed information about the team project and deliverables will be provided throughout the semester in section.
Course Outline and Session Schedule

[CP] = Coursepack  [CLASSES] = NYU Classes

Session 1: January 29  Developing A Public Service Mission

Objectives
- Introduction to Class
- Explore the meaning of social and public value
- Understand the logic behind mission

Readings

In Class:
CASE: *Ellen Schall and DJJ* discussion

In Section:
- Review objectives for discussion section
- Complete project preference form

Session 2: February 5  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

Readings

In Class:
EXERCISE: Team-building

In Section:
- Team project overview
- Introduce team charter assignment
- Group project working session

<table>
<thead>
<tr>
<th>Session 3: February 12</th>
<th>Strategic Analysis</th>
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<tr>
<td><strong>Objectives</strong></td>
<td></td>
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<tr>
<td>• Learn the key features of an organizational strategy</td>
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<tr>
<td>• Learn how to perform a strategic analysis of an organization</td>
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**Readings**

In Class:
CASE: *Rubicon DVD*

In Section:
- Discuss group roles and responsibilities
- How to pick and approach organizations
- Group project working session

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<tr>
<th>Session 4: February 19</th>
<th>Managing and Measuring Organizational Performance</th>
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<tr>
<td><strong>Objectives</strong></td>
<td></td>
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<tr>
<td>• Develop an understanding of the reasons for measuring performance</td>
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<tr>
<td>• Learn how performance measurement translates into effective resource allocation</td>
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<tr>
<td>• Learn the basic features of a logic model</td>
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**Readings**


**In Class:**

CASE: *Harlem Children’s Zone* discussion

**Due:** Team Project Charter (2/19 Hard copy in section AND emailed to TC)

**In Section:**

- Discuss literature review
- Review quick check guidelines
- Group project working session

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**Session 5: February 26**

*Designing Organizational Structure*

**Objectives**

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

**Readings**


**In Class:**

CASE: *Mercy Corps* discussion

**In Section:**

- Feedback on team charters
- Forming interview questions and interview best practices
- Group project working session
Session 6: March 5  
Motivating Performance

Objectives

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

Read (before class)


In Class:
Lecture on concepts essential for your Performance Pay for MGOA Physicians case analysis

DUE: Team Quick Check (email to TC by 7p.m. on MONDAY 3/3)

In Section:
- Provide feedback on Project Quick Check
- Group project working session

Session 7: March 12  
Communicating Effectively

Objectives

- Provide strategies for communicating feedback up and down the hierarchy
- Learn how to structure meetings effectively

Readings


In Class:
EXERCISE: Performance Appraisal

DUE: MGOA Physicians analysis midterm (Hard copy at the start of class AND electronic submission via NYU Classes)

In Section:
- Course evaluations
• Introduce status report memo assignment
• Group project working session

****************************************** SPRING BREAK 3/19******************************************

DUE: Implicit Association Reflection (3/23) Sunday – by noon via NYU classes
DUE: Mid-semester course evaluation (3/21) Friday
DUE: Mid-semester group evaluation (3/21) Friday

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Session 8: March 26
Managing Diversity

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

Readings

In Class:
Discuss feedback to written assignment
Provide mid-semester feedback from class
Implicit Association Exercise discussion
CASE: Seattle Community Association discussion

In Section:
• Review feedback from evaluations
• Final paper guidelines
• Group project working session

Session 9: April 2
Organizational Culture

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

Readings
In Section

DUE: Team Project Status Report Memo (SUNDAY, 3/30, by 7 p.m., emailed to TC)

In Section:
• Discuss presentation guidelines
• Discuss final paper guidelines
• Group project working session

Session 10: April 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

Readings
2. Required: Introduction, Biases 1, 2, 3, 9, 11. Recommended: entire chapter

In Class:
CASE: Why Should My Conscience Bother Me? discussion

In Section:
• Teams meet with Ji (Gretchen’s section)
- Group project working session (Jenni’s section)

**Session 11: April 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

**Readings**

**In Class:**
EXERCISE: Kidney Allocation

**DUE: Kidney Allocation questionnaire** (SUNDAY, April 13, by noon)

**In Section:**
- Teams meet with Ji (Jenni’s section)
- Group project working session (Gretchen’s section)

**Session 12: April 23**  
*Negotiation and Conflict Resolution*

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

**Readings**

**In Class:**
EXERCISE: Negotiation

**DUE: Group Paper Outline** (by MONDAY, April 21 at 7 p.m, emailed to TC)

**In Section:**
- Groups meet in pairs

**Session 13: April 30**  
*Power and Strategic Influence*
• Learn how to identify important political players and their sources of power
• Develop strategies for influencing up and down the hierarchy

Readings

In Class:
CASE: *Reverend Jeffrey Brown* discussion

In Section:
• Section wrap-up
• Final group working session

**Session 14: May 7**

*Leading Change*

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

Readings

In Class:
CASE: *Federal Bureau of Investigation* discussion
Final assignment discussion
Wrap-up

**DUE: Final Team Paper (Hard copy at the start of class AND emailed to TC)**

In Section:
• Team Presentations

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**EXAM WEEK 5/14**********************************************************************************************

**DUE: Final Paper** (Friday, May 16 by 7p.m. electronic submission via NYU classes)
**DUE: Peer evaluations** (MONDAY, May 12)
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