

CORE-GP 1020-013 and 1020-016: Managing Public Service Organizations

Wagner Graduate School of Public Service

New York University

Fall 2014

Professor Gordon J. Campbell

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Office Hours: Tuesday, preferably 4:30 – 5:30 PM or by appointment (Schedule with Shannon Deere, shannon.deere@nyu.edu)

Class Time: Wednesday, 12:30 – 2:10PM (1020-016)

Wednesday, 6:45 – 8:25PM (1020-013)

Class Location: 19 West 4th, Room 102

Recitation Times: Wednesday, 2:15 – 3:15 PM (Sections 017 and 018)

Wednesday, 8:35 – 9:35 PM (Sections 014 and 015)

Recitation Locations: Section 017, Silver, Room 403

Section 018, 12 Waverly Place, Room L-120

Section 014, 25 West 4th Street, Room C-15

Section 015, 25 West 4th Street, Room C-14

Teaching Colleagues:

Lydia Avila

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Section 017

Recitation Location: Silver, Room 403

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Section 014

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Section 015

Recitation Location: 25W4, Room C-14

Course Goals and Objectives

The goal of Managing Public Service Organizations (MPSO) is to enhance your management and leadership acumen in the public and non-profit sector. 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 impactful 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 underserved students 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 managers and 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 behavioral and social sciences and tested by leaders in organizations representing all sectors.

Course Format

Each class we will focus on a particular set of management and 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 project.

This course reflects a dual focus on practice and theory. The readings introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies, lectures, and class exercises provide opportunities to apply theories, concepts, and research findings to particular situations, sectors, and fields and to hone your skills in problem definition and problem solving. The written assignments, including the team project, require you to consolidate your insights and to practice your analytical 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 **critical** that you complete the readings and case studies for each class in advance. Take care to analyze and absorb cases to prepare for class discussion. Working with a colleague to prepare is helpful and recommended.

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 reading, ask yourself:

- What is the author’s main argument?
- What are the key concepts and principles introduced? Why does this matter for an organization?

- What are the implications for the kinds of challenges I [will/currently] 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 the assigned 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.

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 NYU Classes course website.

NYU Classes

You must have access to the NYU Classes site at <http://classes.nyu.edu/>

- Many class related documents (assigned readings, optional readings, class assignments, 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 NYU Home <https://home.nyu.edu/>

Evaluation of Written Work

All written work will be evaluated using the following criteria:

- **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.

Assignments & Grading

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

INDIVIDUAL WORK (60% of your grade)

Assignment	Length	Due Date / Submission Format	Graded?
Class participation	N/A	N/A	Yes (20%)
Written Assignment	4-6 pages double spaced	Distributed 10/8 and due 10/22 – hard copy at the start of class AND electronic submission via NYU Classes	Yes (15%)
a. Implicit Association and Stereotyping Reflection	2 pages double spaced	10/19 – 5:00 PM, electronic submission via NYU Classes	Yes: a+b+c =(5%) on Pass/Fail scale
b. Kidney Allocation Exercise	1 page questionnaire	11/10 – 5:00 PM, via email to your TC	Yes: a+b+c =(5%) on Pass/Fail scale
c. Fallsburg Budget Negotiation Prep Memo	1-2 pages double spaced	11/17 – 5:00 PM, via email to assigned teammates for this exercise and cc your TC	Yes: a+b+c =(5%) on Pass/Fail scale
Final Examination/Memo	6-8 pages double spaced	Posted 11/26 and due 12/10 at 5pm – hard copy in Prof. Campbell’s mailbox AND electronic submission via NYU Classes	Yes (20%)

TEAM WORK (40% of your grade)

Assignment	Length	Due Date / Submission Format	Graded?
Team Project Charter	N/A	September 24: hard copy at the start of class & email to your TC	No
Interim Team Paper #1	5 double-spaced pages maximum	October 8: hard copy at the start of class and email to your TC	Yes (15%)
Interim Team Paper #2	5 double-spaced pages maximum	November 19: hard copy at the start of class and email to your TC	Yes (15%)
Team Presentation	Five minute presentation and four minute Q&A (12 minutes total)	November 26 or December 3, depending on group, in class	Yes: Team Presentation + Team Final Paper = (10%)
Team Final Paper	Three double-spaced pages maximum	December 5 at 5:00pm: hard copy in Professor Campbell’s mailbox (on the third floor of Puck) AND electronic submission via NYU Classes	Yes: Team Presentation + Team Final Paper = (10%)

Class Participation & Attendance Policy

All class sessions will involve active discussion based on readings and cases, with an emphasis on applying theory to practice. You should be prepared to share your ideas in class and listen to and interpret the issues presented by classmates. One of the challenges and interesting aspects of management in the public sector is that often there is more than one right answer, amidst a complex set of facts and unknowns, addressing multiple audiences with different agendas. Share freely, adopt an open-minded stance, entertain new ideas from classmates and consider how your recommendations might change in light of new insights.

Your class participation is **crucial** to understanding the complexity of decision-making and the success of the class session. Participation includes presence, promptness, preparation, and engagement. Students are expected to attend all classes (with no more than one excused absence during the semester). Please e-mail your professor and your TC before the class if you will be absent. Use of devices for purposes other than taking notes is not appropriate and can limit one's learning.

Most participation will be voluntary; however, to ensure everyone has the opportunity to be involved, individuals will occasionally be called upon at my discretion. Keep in mind that contributions should focus on quality rather than quantity. Comments are encouraged that: are relevant to the current discussion; move the discussion forward; contribute new insights; offer different perspectives; and bring in related real world experiences of your own or in the news.

Team Project Overview

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 the conceptual frameworks, strategies and analytic and practical tools of the course to create with your teammates a virtual organization; and, (3) to engage your creativity and passion to design that organization to effectively address the social change you desire.

Teams will create a virtual organization by using what we learn from lectures, discussions, readings, and case studies to create essential elements of the organization. For instance, in the first two classes, we will study organizational mission. The first task of the team will be to create its virtual organization's mission. Subsequently, the class will study strategy, and the team will create its organization's strategy. Going forward, lessons will include performance measurement, organizational culture, diversity, and ethics. For each of the enumerated organizational areas, the team will design a plan for its virtual organization. By the close of the semester, the team will have created a detailed plan for what the organization would look like and members will possess an informed and definitive understanding of why the organization will be impactful, based upon the elements that have been studied and designed.

The Team Project represents an excellent opportunity to enhance your understanding of the essential elements of organizations, how they behave and what they require to be impactful and efficient. Your team will work on this project throughout the semester and it will address and reinforce the material that we cover in the course. In addition, the project will afford students an opportunity to exercise their creativity and passions, addressing social problems that you care about. For example, that could include climate change, affordable housing, after school programming for children, bicycle lanes, or any other topic addressing social or public concerns.

Team Project Deliverables

• Team Charter

The first team deliverable will be a Team Charter. The Charter will include the team's mission and team members' agreement on team goals, roles, ground rules, and protocols. Creating this document will require the team members to establish and agree upon guidelines for expected behavior – or “team norms.” These norms will help members understand and reach consensus on

how the team will conduct its business. The team should also agree upon the ground rules for working relationships. In organizational settings, the manager and the larger organizational culture establish these norms. Specific guidelines for the Charter can be found on NYU Classes.

• **Interim Team Papers**

For each element of the organization that the team addresses, there will be two deliverables. After the team carefully reviews the readings and the lecture, the team will: (1) create the component of the organization (e.g., mission statement, strategy, measurement tools), and (2) explain and analyze, pursuant to academic theories studied in the course or other identified theories, why each component is consistent with theory, and to the extent it is not, explain why.

The first Interim Team Paper (which will account for 15% of your course grade) will focus on mission, strategy, and performance measures. The second paper (which will account for 15% of your course grade) will focus on organizational culture and plans to address employee diversity and ethical behavior in decision-making. Your Interim Team Papers should be theoretically grounded and applied analytical papers. The papers should be no more than five double-spaced pages, excluding references and the appendix. To cite a work in the body of the text, list the author(s) and year of publication, in parentheses as follows: (Phillips, 2004).

• **Team Final Paper and Presentation**

The Team Final Paper and Presentation (which will account for 10% of your course grade) will be an opportunity to secure seed funding for your organization. This effort is similar to Echoing Green “whose cornerstone is providing seed funding to social entrepreneurs who are launching bold new ideas to generate positive systemic change.” Echoing Green “believes investing in and supporting the right people to the ideas and ability to execute, rather than specific business plans ...”

Or, think “Shark Tank,” the reality television series in which “The Sharks - tough, self-made multi-millionaire and billionaire tycoons – give budding entrepreneurs the chance to make their dreams come true and potentially secure business deals that could make them millionaires,” or, as in your case, achieve meaningful and significant social change.

Your Team Final Paper and Presentation should seek to demonstrate the ability of your organization to achieve impactful social change that can be scaled and sustained over a considerable period of time. Your Team Final Paper and Presentation should be creative, compelling, and convincing, since you will be competing for funding with your colleagues. Prepare and deliver a presentation as if you were presenting to a group of potential funders, such as Acumen Fund, Echoing Green, and/or Gates Foundation. The presentation should be no more than eight minutes in length, with an additional four minutes allotted for questions and answers. This is a formal presentation so you should prepare visual aids to complement your verbal delivery. All team members should speak, at some point, during the presentation. It is acceptable if one or two team members focus solely on the question and answer section of your presentation.

The Final Paper would also be given to the potential funders to whom you are presenting. (More information about the specific format and content will be provided during the semester.) It should be no more than three double-spaced pages, excluding references and an appendix. Again, to cite a

work in the body of the text, list the author(s) and year of publication in parentheses as follows (Phillips, 2004). The Final Paper will be due after the presentation. This will give you ample opportunity to incorporate feedback from your classmates and teaching team following your presentation.

Final Examination/Memo

The final exam is a take-home assignment (a memo) that will be distributed on 11/26 and due 12/12.

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 here:

<http://wagner.nyu.edu/students/policies>

COURSE OUTLINE AND SESSION SCHEDULE

Assigned readings are in the Coursepack (CP) or on NYU Classes.

Session 1: September 3rd <i>Developing A Public Service Mission</i>
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Objectives:

- Introduction to Class
- Reading, analyzing and discussing cases effectively
- Understand the logic behind mission

Readings

1. Phills, J. A. (2005). Introduction: The Role of Mission and Strategy in Enhancing the Performance of Nonprofit Organizations, & Mission: The Psychological and Emotional Logic. In *Integrating Mission and Strategy for Nonprofit Organizations*, pp. 3-47. New York, NY: Oxford University Press. [NYU Classes]
2. Lipsky, M. (2010). Preface, The Critical Role of Street-Level Bureaucrats. In *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, pp. xi-xx, 3-12. New York: Russell Sage Foundation. [CP]
3. Behn, R. D. (1998). What Right Do Public Managers Have to Lead? *Public Administration Review*, 58, pp. 209-214 and 221. [NYU Classes]

Session 2: September 10th <i>Mission Part 2/ Team Formation and Team Process</i>
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Objectives

- Explore the concepts of division of labor and coordination in teamwork

- Introduction to your team members for the team project
- Continue mission discussion

Readings

1. Hill, L. A., & Farkas, M. T. (2001). A Note on Team Process. Harvard Business School, pp. 1-17. [CP]
2. Aranda, E. K., Aranda, L., & Conlon, K. (1998). Developing a Team Process. In *Teams: Structure, Process, Culture, and Politics*, pp. 53-58. Upper Saddle River, NJ: Prentice Hall.[CP]
3. Whetten, D. A., & Cameron, K. S. (2005). Conducting Meetings. In *Developing Management Skills* (6th ed.), pp. 583-591. Upper Saddle River, NJ: Prentice Hall. [CP]
4. CASE: Varley, P., & Howitt, A. (1996). Ellen Schall and the Department of Juvenile Justice. *Electronic Hallway*, pp. 1-16. [NYU Classes]

Session 3: September 17th Strategic Analysis

Objectives

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

Readings

1. Phills, J. A. (2005). Strategy: The Economic Logic. In *Integrating Mission and Strategy for Nonprofit Organizations*, pp. 48-70. New York, NY: Oxford University Press. [NYU Classes]
2. Moore, M. H. (2000). Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations. *Nonprofit and Voluntary Sector quarterly*, 29, pp. 183-204. [NYU Classes]
3. Colby, S., Stone, N., & Carttar, P. (2004). Zeroing in on Impact. *Stanford Social Innovation Review*, Fall, pp. 24-33. [NYU Classes]
4. *OPTIONAL (for students interested in international development): Brown, L. D., & Moore, M. H. (2001). Accountability, Strategy, and International Nongovernmental Organizations. *Nonprofit and Voluntary Sector Quarterly*, 30, pp. 569-587. [NYU Classes]
5. *OPTIONAL: Bryson, J. M. (1988). A Strategic Planning Process for Public and Nonprofit Organizations. *Long Range Planning*, 21, pp. 73-81. [NYU Classes]

Session 4: September 24th Managing and Measuring Organizational Performance

Objectives

- Develop an understanding of the reasons for measuring performance
- Learn how performance measurement and management translates into effective resource allocation and achieves results
- Learn the basic features of a Logic Model

Readings

1. Behn, R. D. (2003). Why Measure Performance? Different Purposes Require Different Measures. *Public Administration Review*, 63, pp. 586-606. [NYU Classes]
2. Sawhill, J. C., & Williamson, D. (2001). Mission Impossible? Measuring Success in

Nonprofit Organizations. *Nonprofit Management and Leadership*, 11, pp. 371-386. [NYU Classes]

3. W.K. Kellogg Foundation (2004). *W.K. Kellogg Foundation Logic Model Development Guide*. Required: Chapter 1, pp. 1-14. (Optional – Rest of Guide [NYU Classes])
4. CASE: Grossman, A., & Curran, D. (2004). *The Harlem Children's Zone: Driving Performance with Measurement and Evaluation*. Harvard Business School, pp. 1-29. [CP]
5. *OPTIONAL: Lipsky, M. (2010). *Goals and Performance Measures*. In *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, pp. 1-43. New York: Russell Sage Foundation. [CP]
6. *OPTIONAL: Lampkin, L. M., & Hatry, H. P. (2003). *Key Steps in Outcome Management*. In *Series on Outcome Management for Nonprofit Organizations*, pp. 1-43. Washington, DC: Urban Institute. [NYU Classes]

*** TEAM PROJECT CHARTER DUE**

Session 5: October 1st <i>Designing Organizational Structure</i>
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Objectives

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

Readings

1. Hodge, B. J., Anthony, W. P., & Gales, L. M. (2003). *Structure and Design—Basic Organizational Building Blocks*. In *Organizational Theory: A Strategic Approach* (6th ed.), pp. 30-46. Upper Saddle River, NJ: Prentice Hall. [CP]
2. Lipsky, M. (2010). *Street-Level Bureaucrats as Policy Makers*. In *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, pp. 13-25. New York: Russell Sage Foundation. [CP]
3. CASE: Grossman, A. S., & King, C. (2007). *Mercy Corps: Positioning the Organization to Reach New Heights*. Harvard Business School, pp. 1-24. [CP]
4. *OPTIONAL: Scarce, D., Kasper, G., & McLeod Grant, H. (2010). *Working Wikily*. *Stanford Social Innovation Review*, Summer, pp. 31-37. [NYU Classes]

Session 6: October 8th <i>Motivating Performance</i>
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Objectives

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

Readings

1. Nadler, D. A., & Lawler, E. E. III (1977). *Motivation: A Diagnostic Approach*. In J. R. Hackman, E. E. Lawler, & L. W. Porter (Eds.), *Perspectives on Behavior in Organizations* (2nd ed.), pp. 27-37. New York, NY: McGraw-Hill. [CP]
2. Kerr, S. (1995). *On the Folly of Rewarding A, while Hoping for B*. *Academy of Management Executive*, 9, pp. 7-14. [NYU Classes]
3. CASE: Barro, J. R., Bozic, K. J., & Zimmerman, A. M. G. (2003). *Performance Pay for*

MGOA Physicians (A). Harvard Business School, pp. 1-12. [CP]

4. *OPTIONAL: Eisner, D., Grimm, R. T., Jr., Maynard, S., & Washburn, S. (2009). The New Volunteer Workforce. Stanford Social Innovation Review, Winter, pp. 32-37. [NYU Classes]

***INTERIM TEAM PAPER #1 DUE**

*** WRITTEN ASSIGNMENT DISTRIBUTED**

Session 7: October 15th *Communicating Effectively*

Objectives

- Provide strategies for communicating feedback up and down the hierarchy

Readings

1. Tannen, D. (1995). The Power of Talk. Harvard Business Review, Sept/Oct, pp. 138-148. [NYU Classes]
2. Gabarro, J. J., & Hill, L. A. (2002). Managing Performance. Harvard Business School, pp. 1-6. [CP]
3. Cartwright, T & Baldwin, D., Seeing Your Way: Why Leaders Must Communicate Their Vision. Leadership in Action, July/August 2007, pp. 15-18, 24. [NYU Classes]
4. CASE: Rosegrant, S. The Shootings at Columbine High School: The Law Enforcement Response, Kennedy School of Government, Harvard University. pp. 256-282 [NYU Classes]

*** IMPLICIT ASSOCIATION AND STEREOTYPING REFLECTION – DUE October 19th**

Session 8: October 22nd *Managing Diversity*

Objectives

- Understand stereotyping and diversity-related issues
- Develop strategies to address issues of diversity in organizations
- Provide mid-semester feedback

Readings

1. Thomas, D. A., & Ely, R. J. (1996). Making Differences Matter: A New Paradigm for Managing Diversity. Harvard Business Review, Sept/Oct, pp. 79-90. [NYU Classes]
2. Dovidio, J. F., & Gaertner, S. L. (2005). Color Blind or Just Plain Blind? The Pernicious Nature of Contemporary Racism. Nonprofit Quarterly, Winter. pp. 1-8.[NYU Classes]
3. Dobbin, F., Kalev, A., & Kelly, E. (2007). Diversity Management in Corporate America. Contexts, 6, pp. 21-27. [NYU Classes]
4. Bennett, D. (2010). Who's Still Biased? Boston Globe, Mar 7, pp. 1-5. [NYU Classes]
5. CASE: Puckett, G., & Dobel, J. P. (Date NA). Seattle Community Association: Undoing Institutional Racism. Electronic Hallway, pp. 1-11 & Appendices. [NYU Classes]

*** WRITTEN ASSIGNMENT DUE**

Session 9: October 29th Organizational Culture

Objectives

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

Readings

1. Chatman, J. A., & Cha, S. E. (2003). Leading by Leveraging Culture. *California Management Review*, Summer, pp. 20-34. [NYU Classes]
2. Pfeffer, J. (2005). Putting People First: How Nonprofits that Value their Employees Reap the Benefits in Service Quality, Morale, and Funding. *Stanford Social Innovation Review*, Spring, pp. 27-33. [NYU Classes]
3. Milway, K. S., & Saxton, A. (2011). The Challenge of Organizational Learning. *Stanford Social Innovation Review*, Summer, pp. 44-49. [NYU Classes]
4. Stillman II, Richard (2010). Public Personnel Motivation: The Concept of the Public Service Culture. In *Public Administration: Concept and Cases* (9th ed.), pp. 318-330. Boston, MA. Wadsworth. [NYU Classes]
5. CASE: Sontag, Deborah. What Brought Bernadine Healy Down? pp. 330-342 [NYU Classes]

Session 10: November 5th 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

1. Bazerman, M. H. (2006). Introduction (selected pages); Common Biases. In *Judgment in Managerial Decision Making* (6th ed.), pp. 1-11. [CP]
2. Kidder, R. M. (1995). Overview: The Ethics of Right versus Right. In *How Good People Make Tough Choices*, pp. 13-29. New York: Simon & Schuster. [CP]
3. Edmonson, A. C. (2011). Strategies for Learning from Failure. *Harvard Business Review*, April, pp. 48-55. [NYU Classes]
4. Case: Vandivier, K. (2002). Why Should My Conscience Bother Me? Hiding Aircraft Brake Hazards. In M.D. Ermann & R.J. Lundman (Eds.). *Corporate and Governmental Deviance: Problems of Organizational Behavior in Contemporary Society* (6th ed.), pp. 146-166. New York: Oxford University Press. [CP]
5. *OPTIONAL: Rundall, T. G. et al. (2007). The Informed Decisions Toolbox: Tools for Knowledge Transfer and Performance Improvement. *Journal of Healthcare Management*, 52(5), pp. 325-342. [NYU Classes]

*** KIDNEY ALLOCATION EXERCISE DUE NOVEMBER 10th**

Session 11: November 12th 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

1. Lipsky, M. (2010). The Problem of Resources. In *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*, pp. 29-39. New York: Russell Sage Foundation. [CP]
2. Brockner, J. (2006). Why it's So Hard to be Fair. *Harvard Business Review*, March, 122-129. [NYU Classes]

*** FALSBURG NEGOTIATION PREP MEMO DUE NOVEMBER 17**

Session 12: November 19th Negotiation and Conflict Resolution

Objectives

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

Readings

1. Neale, M. (2004). Are You Giving Away the Store? Strategies for Savvy Negotiation. *Stanford Social Innovation Review*, Winter, pp. 33-39. [NYU Classes]
2. Bazerman, M. H., Baron, J., & Shonk, K. (2001). Their Gain is Our Loss. In "You Can't Enlarge the Pie": Six Barriers to Effective Government, pp. 44-65. Cambridge, MA: Basic Books. [CP]

INTERIM TEAM PAPER #2 DUE

Session 13: November 26th 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

Readings

1. Pfeffer, J. (1992). Understanding Power in Organizations. *California Management Review*, Winter, pp. 29-50. [NYU Classes]
2. Cialdini, R. B. (2003). The Power of Persuasion. *Stanford Social Innovation Review*, Summer, pp. 18-27. [NYU Classes]
3. CASE: Mokinn, K. and Gendron, A. (2001). Reverend Jeffrey Brown: Cops, Kids, and Ministers. *Harvard Business School*, pp. 1-20. [CP]

*** TEAM PRESENTATIONS**

*** FINAL EXAM POSTED ON NOVEMBER 26th**

Session 14: December 3rd <i>Leading Change</i>
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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

Readings

1. Kotter, J. (2007). *Leading Change: Why Transformation Efforts Fail*. Harvard Business Review, January, pp. 96-103. [NYU Classes]
2. Surowiecki, J. (2009). *Status-Quo Anxiety*. The New Yorker, August 31. [NYU Classes]
3. CASE: DeLong, T. J., & Ager, D. L. (2004). *Utah Symphony and Utah Opera: A Merger Proposal*. Harvard Business School, pp. 1-17. [CP]
4. *OPTIONAL: La Piana, D. (2010). *Merging Wisely*. Stanford Social Innovation Review, Summer, pp. 28-33. [NYU Classes]

*** TEAM PRESENTATIONS**

*** DECEMBER 5th – TEAM FINAL PAPER DUE**

*** DECEMBER 10th – FINAL EXAM DUE**