

Managing Public Service Organizations: Finding Your Passion, Determining the Change in the World You Seek, and Knowing How to Make It Happen

Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning. – Warren G. Bennis

Wagner School of Public Service

New York University

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Section: CORE-GP 1020 – 007

Location: 194 Mercer Room 307

Session Time and TC Recitation Session: Wednesday, 6:45-9:30

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Course Goals and Objectives

The goal of Managing Public Service Organizations (MPSO) is to enhance your management and 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 high-performing, successful 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 children or access to quality prenatal 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 understanding organizations. 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 to meet your professional goals.

MPSO is a course about leading organizations for social impact. As a manager in an organization or part of a professional team, a key task is to assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problems at hand. One must work effectively - manage people, information, and processes to accomplish organizational goals. One must make things happen, and often not under ideal conditions or timeframes. The successful execution of these goals requires managers to be able to understand what they bring to and need from their organizations, formulate a mission and strategy, make effective decisions, influence and motivate diverse individuals, apply their own skills and abilities to their teams, optimize the structure and culture of their organization, diagnose problems, and drive organizational change. MPSO prepares you to achieve these objectives by providing you with fundamental tools developed from the behavioral and social sciences and tested by leaders in organizations representing all sectors.

Course Format

The core of the semester will be articulating where your passions lie in some area of the public service sphere – social justice, a healthier society, international development, efficient and inviting cities, improving government, cross-sector social entrepreneurship – and then locating three or four other students who share your passion. Together you will create a virtual public service organization with its own unique mission, structure, culture, programs and projects as well as measurements of performance to evaluate all you imagine doing. To help you in this creative effort, each session will focus on leadership skills and management perspectives, offering a range of tools and resources that could enhance your effectiveness. Our goal will be to distinguish between effective and ineffective strategies for each step of organization building and for you to locate yourself as a leader in the process. We will accomplish this by discussing key concepts, analyzing related cases and engaging in role-play exercises. As much as possible, we will bring in case studies from the very specializations reflected in the course, including health policy, international organizations, management and public policy and urban planning.

MPSO is about linking passion to that discerning eye and confidence in one's skills directed toward imagining and implementing change. For some of you, it will help provide the means to actualize a dream not yet begun. For others, to be more effective in the settings you already are in. MPSO is Wagner's introduction to experimenting on how you will have impact in the world.

This course functions as an introduction to core managerial and organizational concepts and issues with 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. Of course, we do not expect that you leave the course as an expert in any and every individual field of management. (For information on course offerings related to each management topic taught in this course, please see the link [here](#).)

We encourage you to consider class topics through the lens of your own experiences; whether or not you have served as an executive director or are in the process of building your work history, you should walk away from this course with a healthy tool-kit of ideas to use as a foundation for guiding your career and your organization.

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.

Class Preparation

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, a healthcare provider, 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.

There will be power point presentations for most of the sessions that will usually be posted before each session. The slides have been chosen to highlight key concepts and help you focus on what, from our perspective, are the key points to be learned. But please do not confuse the power point with the deep readings we expect from you. They will be more like chapter headings or shorthand for the larger concepts and skills. We will try to minimize the use of power points during the class itself, so make sure you have studied them in advance and then come to class with questions, thoughts and critiques of both the readings and the power point presentations. **Your reflections on what was given to you in anticipation of the class will be a key part of every session – so come prepared.**

A class like this requires careful attention to fairness and mutual respect for one another. Please try your best not to arrive late or leave early so as not to disturb your classmates. If you must miss a session or come late, please inform all three of us in advance. **We strongly discourage reading emails, Facebook or other distractions during class – believe us that it is obvious and very negative and that we are acutely aware when you are online.** 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.

Grading

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

- 10% Class participation including Forum responses that will be posted on NYU Classes (see guidelines below)
- 30% Team project (intermediate assignments and postings; team member evaluations, final presentations)
- 15% MGOA Midterm Analysis
- 27% One-page reflections (3)
- 18% Final exam

Readings

Required

1. The course packet, containing many required readings and all cases, is available for purchase at the NYU Bookstore at 726 Broadway.
2. The remaining readings are available via links on the NYU Classes course website.

Optional

The syllabus indicates a number of optional readings provided on NYU Classes for those of you who would like to read more about a particular topic. These items are included for your academic benefit as well as for your own personal enrichment.

NYU Classes

You must have access to the NYU Classes site at <http://newclasses.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 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. Choose the font you like. Spacing may vary (see assignment list below).
- Footnotes that come from readings in the syllabus need only have the author’s name and page number (eg. Smith, 201). If you are adding a citation from somewhere else, you will need to give fuller information (Johnson, *Book Name*, publisher, date and page number).

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.

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.

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?

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.

If speaking in public (meaning in class sessions) is difficult for you, please let me know that in advance. We will make sure you have other ways to participate and express your views.

Reflections

You are required to hand in 3 one-page, single-spaced 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 us 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 **AT LEAST THREE (3) DIRECT CITATIONS FOR EACH REFLECTION** (best from more than one source unless you are providing a strong engagement with one author). And then build your case around the readings — agree, disagree, critique, offer alternatives, note their significance or irrelevance — that address the issues or questions posed by the readings and the class session. This is your opportunity to “talk” to us about what you are learning through the readings. The first reflection is due no later than February 16th, the second no later than March 22nd, and the third no later than April 12th. (see Resources for examples of reflections)

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 your virtual organization’s mission. Subsequently, the class will study strategy, and the team will create your virtual organization’s strategy. Going forward, lessons will include performance measurement, organizational culture, diversity, and ethics. For each of the enumerated organizational areas, you and your team will design a plan for your virtual organization. By the close of the semester, your 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

Throughout the course, you will be constructing your virtual organization and providing on a regular basis (see the chart below) the next stage of your organization’s growth. Your final deliverable within the class structure is a presentation to your classmates that describes your organization – its mission and vision, the goals you set, the structure you

built and strategies you would employ for it to flourish – and the pitfalls you faced as you moved to launch your organization.

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 while the remainder are only a recommended order in which to proceed):

1. As a team, work to translate the passions that you share and bring those dreams into the concrete form of an organization that will have a **mission** and **structure** – professional roles that you will need to define – projects to accomplish, a culture that is uniquely its own, funding sources and benchmarks of success. 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.
2. Designate how you will keep a record of the work you do – who will record, will you share the info before submitting it, will someone or everyone edit? You will keep the record itself in **Google Drive** for your TCs to keep track of what you are doing.
3. Your first task will be to begin drafting a Team Charter. You'll refine it and deliver it by Session 4. 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.
4. Develop your organization within the framework of the class sessions so that you match the very issues presented in class with the development of your organization. You will be asked to identify a theoretical framework, model, or set of concepts with which you could analyze your organization or each step by using the readings and class activities. You will be asked to write a short **Theory of Change due by Session 4** to explain the assumptions you will utilize to undergird your organization – how do you see the world that helps you conclude that your organization could be successful? (See <http://www.theoryofchange.org/what-is-theory-of-change> for an explanation of what a Theory of Change is about). Your paragraph Theory of Change however can be much shorter because you will submit a Logic Model that will explain it further.
5. Your **Logic Model and Grant proposal is due by Session 6**. We will learn about Logic Models and how to construct them in class (it will be new for some and hopefully a helpful review for others). This will allow the team to share a body of knowledge. The grant proposal is due at the same time. This will be a one-page request for funding (whether from a foundation, a government grant or a government allocation if yours is a government virtual department organization). You will find a resource on grant writing in **Session 5**.

6. Submit a **team project status report memo** for **Session 6** and **Session 10** that gives us a sense of how your organization is dealing with the problems and setbacks of a start-up.
7. By **Session 7** we will need your **organizational structure**. You will need to determine the types of relationships (e.g. hierarchical, command chain, flat and leveled, unit based, siloed). You will need roles (issues such as shared or distinct, division of labor, project or title based) and very short job descriptions, at least for the management of the organization.
8. Plan your **class presentation**, graphically and supported by a narrative, Each team will have a maximum of twelve minutes to present and respond to questions. We will talk about these presentations during the latter sessions of the class.
9. **Team Role Reflection questionnaires and evaluations**. 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.

Helpful Clarifications

Team Status Report Memos

The **first Team Status Report Memo (due by Session 6)** will focus on mission, strategy, performance measures, and theory of change. The **second memo due by Session 10** will focus on organizational culture and plans to address employee diversity and ethical behavior in decision-making. Your Team Status Report Memos should be theoretically grounded and applied analytic papers. The memos should be no more than five double-spaced pages, excluding references and the appendix. The two memos should explain and analyze, pursuant to academic theories studied in the course or other identified theories, why the organization components your team created are consistent with theory, and to the extent they are not, explain why.

Supplemental Virtual Org Deliverables

You will be responsible for periodically posting the components of your virtual organization on to a shared Google drive that the TCs and I will read and provide advice and critique. You should incorporate the finalized versions of these components into your final presentations and team portfolio. These supplemental deliverables include an organizational mission statement, theory of change, and organizational chart. A full list and schedule for submission of deliverables can be found in the “Assignments” section below.

Team Final Portfolio and Presentation

The Team Final Portfolio and Presentation (which will account for 30% of your course grade) will be an opportunity to secure seed funding for your virtual 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 Portfolio and Presentation should seek to demonstrate the ability of your virtual organization to achieve impactful social change that can be scaled and sustained over a considerable period of time. Your Team Final Portfolio 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 Portfolio 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 include all the work that you did over the semester edited based on the feedback you received and your own revisions. 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 Portfolio will be presented to us at the time of your presentation.

Assignments

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 as components of the team portfolio. 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:

Assignment	Responsibility	Grade Value	Assignment Length	Due Date
Class Participation	Individual	10	N/A	N/A
Personal Narrative and Vision Statement	Individual	N/A	1 page, single spaced	Session 2
NYU Classes Self-Assessment	Individual	N/A	See Classes	Session 2
Virtual Org. Mission Statement	Group	N/A	N/A	Session 3
Team Charter	Group	N/A	3-5 pages, single spaced	Session 4
Virtual Org. Theory of Change Statement	Group	N/A	N/A	Session 4
Reflection #1	Individual	9	1 page, single spaced	Feb. 23rd
Virtual Org. Logic Model Graphic	Group	N/A	1 page, single spaced	Session 6

Team Status Report Memo #1	Group	N/A	3-5 pages, double spaced	Session 6
MGOA Midterm Analysis	Individual	15	3-5 pages, double spaced	Before Session 6
Virtual Org. Structure and job descriptions	Group	N/A	Varied	Session 7
Virtual Org. Marketing Strategy and Framing Your Org's Brand	Group	N/A	Varied	Session 8
Implicit Association Reflection	Individual	N/A	1-2 paragraphs,	Session 8
Grant Proposal Sheet	Group	N/A	One page	Session 9
Reflection #2	Individual	9	1 page, single spaced	March 22nd
Team Status Report Memo #2	Group	N/A	3-5 pages, double spaced	Session 10
Reflection #3	Individual	9	1 page, single spaced	April 12th
Virtual Org. Fair and Just Allocation Argument	Group	N/A	Varied	Session 12
Team Role Reflection and Team Member Evaluations	Individual	N/A	Worksheet	Session 13
Team Presentations	Group	30**	10-15 minutes	Session 14
Team Project Portfolio	Group	30**	Varied	Session 14
Final Exam	Individual	18	6-8 pages, double spaced	11:59 PM May 11th

** Team Presentations and Project Portfolio together up to 30 points

Final Exam

The final exam will be a take-home exam due back no later than midnight **one week after the final session**. It will contain six essay questions from which you will choose two. We cannot give advice that guarantees success on the exam, but we have three tips that are designed to provide you with the level and kind of knowledge we would want heading into our own exams.

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 among slides, readings, cases, and videos. We will look for synthetic thinking, the ability to put the various pieces together. Write from the balcony.
3. Think about how frameworks and framing and feel free to analyze differently from ways we analyzed in class. But because this is a take-home exam, **CITE YOUR SOURCES: USE QUOTES FROM READINGS, CLASS MATERIALS, CASES, and POWERPOINTS.** Don't offer a shopping list, but use citations to back your arguments.

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>

Grading

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

- 10% Class participation including Forum responses that will be posted on NYU Classes (see guidelines below)
- 30% Team project (intermediate assignments and postings; team member evaluations, final presentations)
- 15% MGOA Midterm Analysis
- 27% One-page reflections (3)
- 18% Final exam

COURSE OUTLINE AND SESSION SCHEDULE

JANUARY 27TH

Session 1: Developing Service Mission

- What is *mission*? What is *service*?
- How are the two related?

Objectives

- How do we “know” what we know?
- Why this course is about engagement in the world and not just about managing public service organizations
- Explore the meaning of social and public value and your place in this world
- 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.
2. Behn, R. D. (1998). What Right Do Public Managers Have to Lead? *Public Administration Review*, 58, pp. 209-224.

3. CASE*(optional): Martin, J.B. (1975). The Blast in Centralia No. 5: A Mine Disaster No One Stopped. Harold Ober Associates, pp. 31-44.

Prepare Personal Narrative and Vision Statement as well as NYU Classes

Personal Assessment for Session 2

Post your **Personal Narrative** and **Vision of Value Memo**: One-page single-spaced memo addressed to your fellow students telling your story in a paragraph and then articulating your vision of public or social value. Memo writing guidelines can be found at the following URL: <http://wagner.nyu.edu/current/services/files/WritingMemos.pdf>. Please post this on the NYU Classes FORUM designated for the VISION OF VALUE MEMO to help prepare for choosing partners for your team.

FEBRUARY 3RD

Session 2: Team Formation

- How do you define *teamwork*?
- What is *process* and how does it related to working individually and collaboratively?

Objectives

- Explore the concepts of division of labor and coordination in teamwork
- Create your team for the team project
- Reflect on the team-building process

Readings:

1. Hill, L. A., & Farkas, M. T. (2001). A Note on Team Process. *Harvard Business School*, pp. 1-17.
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.
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.
4. Lencioni, Patrick. *The Five Dysfunctions of a Team*, p. 187-190.
5. *OPTIONAL: Rivera, Lauren. "Op-Ed: Guess Who Doesn't Fit in at Work?" *The New York Times*. May 31, 2015. <http://nyti.ms/1d61kMt>

In Class

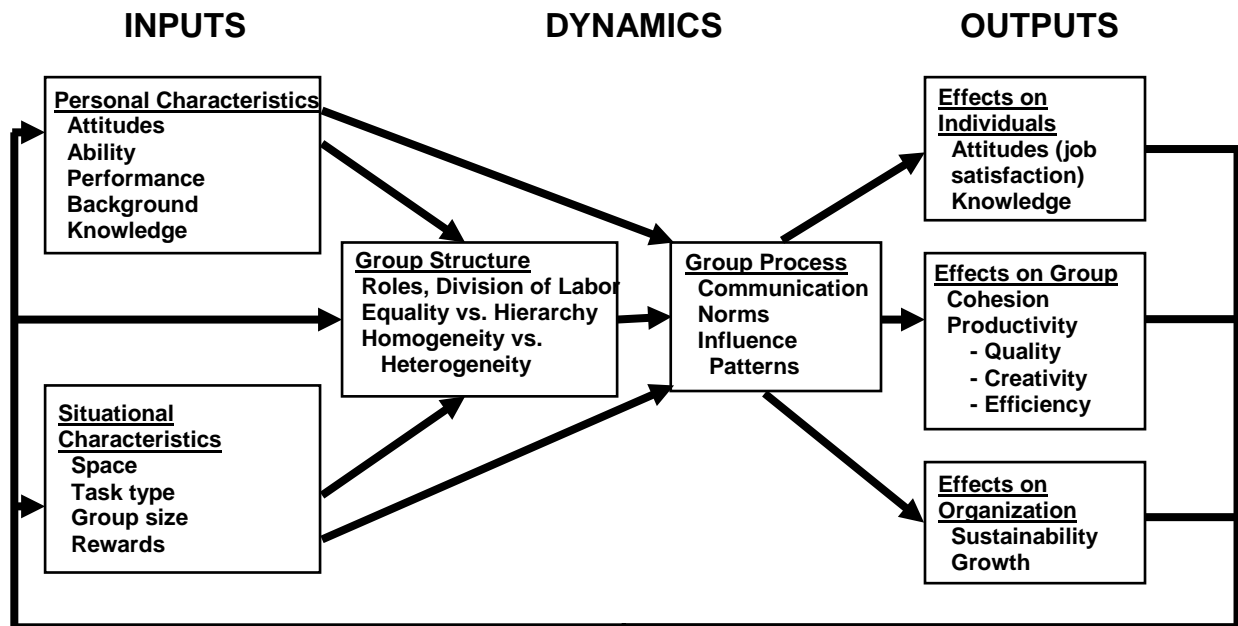
- Break into small groups and talk about what you like, dislike and wonder about the Lenconi reading *The Five Dysfunctions of a Team*
- **Bring to class the self-assessment sheet you filled out before class from NYUClasses for this session. This is a must!**

- Bring to class the Vision of Value Memo you prepared before class and posted on NYUClasses for this session. This is a must!

TC Recitation Session

- Begin to develop a Mission Statement for you virtual Public Service Organization

MODEL OF TEAM PERFORMANCE



McGrath, 1984

Team Virtual Org. Mission Statement Due by Session 3

FEBRUARY 10TH

Session 3: Strategic Analysis: Transforming Passion and Mission into Reality

- What is *strategy* and what is *planning*?
- How do these concepts relate to *process*?

Objectives

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

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.
2. Colby, S., Stone, N., & Carttar, P. (2004). Zeroing in on Impact. *Stanford Social Innovation Review, Fall*, pp. 24-33.



3. O'Donovan, Dana and Noah Rimland Flower. "The Strategic Plan is Dead. Long Live Strategy." *Stanford Social Innovation Review Blog*. January 10, 2013.
http://www.ssireview.org/blog/entry/the_strategic_plan_is_dead_long_live_strategy
4. Keevil, Christopher and John Martin. "How to Organize Alliances of Multiple Organizations: Part 2." *Stanford Social Innovation Review Blog*. March 15, 2013.
http://www.ssireview.org/blog/entry/how_to_organize_alliances_of_multiple_organizations_part_2
5. For students in Health Specialization: Tucker, A and Edmonson, A. 2003 "Why Hospitals Don't Learn from Failures: Organizational and Psychological Dynamics that Inhibit Change." *California Management Review* 45(2): 55-72 (NYUC)
6. 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. [NYUC]

In Class ACTIVITY: *Rubicon* documentary

TC Recitation

Begin working on a **Theory of Change** that supports your organization and begin to imagine a strategic analysis – where you are going and how to get there. Try to complete in the TC session and post in your Google Drive

Team Charter and Your Virtual Org. Theory of Change Statement Due for Session 4

FEBRUARY 17TH

Session 4: Managing and Measuring Organizational Performance

- How can we measure performance at the individual and organizational level?

Objectives

- Develop an understanding of the reasons for measuring performance

- Learn how performance measurement translates into effective resource allocation
- How to use the Logic Model to evaluate even as it helps you plan
- How to use the Logic Model to write a grant

Readings:

1. Behn, R. D. (2003). Why Measure Performance? Different Purposes Require Different Measures. *Public Administration Review*, 63, pp. 586-606.
2. Sawhill, J. C., & Williamson, D. (2001). Mission Impossible? Measuring Success in Nonprofit Organizations. *Nonprofit Management and Leadership*, 11, pp. 371-386.
3. CASE: Grossman, A., & Curran, D. (2004). The Harlem Children's Zone: Driving Performance with Measurement and Evaluation. Harvard Business School, pp. 1-29

In Class

- CASE: *Harlem Children's Zone*: You will be given roles to play based on the stakeholders of the Harlem Children's Zone. As is clear from your own experience and from the readings, there is usually disagreement over goals and measuring performance since different stakeholders will look for their own goals to be achieved – and that can take place even within a well-run organization.
 1. What are the crucial success factors for Rheedlin before the strategic planning process?
 2. What are HCZ's stated goals? Are there conflicting goals within HCZ?
 3. What is HCZ's theory of the problem? Does the focus on neighborhood and concentration make sense? Would all the stakeholders agree?
 4. What outcomes does HCZ formally emphasize? Is there more emphasis on process or impact? How do its outcomes and process/impact determination match those the range of stakeholders – what would the other stakeholders say they wanted?
 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? Do you think there is quiet dissension among the staff? The clientele

TC Recitation Session

- Begin work on your Virtual Organization's **Logic Model**
- Using the Logic Model, your team will apply for a grant to support launching your organization. **Post your grant proposal** under assignments – one for each team with the name of team members under assignments.

HARLEM CHILDREN'S ZONE

THE BABY COLLEGE



The Baby College, our innovative parents series on infant development, was designed by Dr. T. Berry Brazelton, 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 0-3. In FY 2007, The Baby College offered four 9-week workshops in which 370 parents with 460 children participated.

- ☐ 81% of parents improved the frequency of reading to their children
- ☐ 95.6% of parents had health insurance for their children upon graduation
- ☐ 97.2% of parents had up-to-date or scheduled immunizations for their children upon graduation.

1st Reflection Due February 23rd

FEBRUARY 24TH

Session 5: Designing Organizational Structure

- In your experience, does an organization work better when management is concentrated at the top? Or when management is closer to program work at the bottom?
- Should authority be top-down or centralized?

Objectives

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

Readings:

1. **Patrick Lencioni (2004), *Death by Meeting*, pgs. 71-75, 248 (NYUC)**
2. Fisman, Ray and Tim Sullivan. *The Org: the Underlying Logic of the Office*. Twelve, 2013, Chapter 1: The Outsider
3. CASE: Dozono, L. (2008). Social Venture Partners International: The Challenge of Growing A Network. *The Electronic Hallway*, University of Washington, pp. 1- 25
4. CASE: Khagram, S., & Lalwani, T. (2007). Hurricane Katrina: A Man-Made Crisis? *The Electronic Hallway*, pp. 1-20. Required: pp. 12-15. Optional: rest of case
5. CASE: Grossman, A. S., & King, C. (2007). Mercy Corps: Positioning the Organization to Reach New Heights. *Harvard Business School*, pp. 1-25
6. CASE*(optional): Talbot, Margaret. "The Talking Cure." *The New Yorker*. January 12, 2015. <http://www.newyorker.com/magazine/2015/01/12/talking-cure>

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?

TC Recitation Session

Do a quick review of where you are and share with the TC and your class colleagues where you are in your virtual organization and what issues you face.

Then, work with your team to design the optimal organizational structure for your Virtual Organization. Do you want it hierarchically structured with direct reports? How would you build collaboration and communication into the structure (who is in the loop?)? Offer a graphic model with explanation.



Virtual Org. Logic Model Graphic and Grant Proposal and Team Status Report #1 Due for Session 6

MGOA Midterm must be submitted no later than March 2nd before class

MARCH 2ND

Session 6: Motivating Performance

- What encourages, or hinders, the effort you put into your work? In a working environment? In an academic setting?
- How do we structure our organizations to motivate us?

Objectives

- Understand how to motivate people
 - Understand how to set goals and incentives to induce productive behavior
 - Test your skills in motivating performance
1. Kerr, S. (1995). On the Folly of Rewarding A, while Hoping for B. *Academy of Management Executive*, 9, pp. 7-16.
 2. Fisman, Ray and Tim Sullivan. *The Org: the Underlying Logic of the Office*. Twelve, 2013, Chapter 2: Designing the Job (stop at page 54)
 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

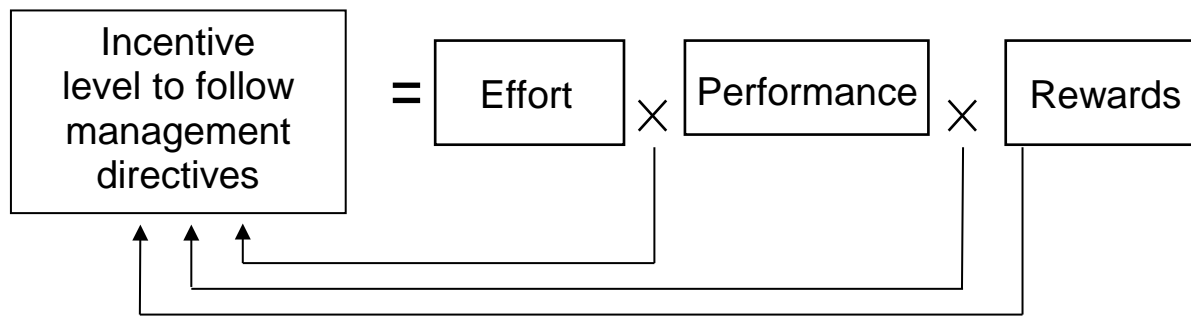
In Class

- Develop the Ten Commandments of Reinforcement as key to motivation and staff retention. Team Group Leader: post Ten Commandments with team members' names under NYU Classes Forum.

TC Recitation Session

Construct an incentive structure for your Virtual Organization – how would you motivate performance, allegiance and delivery that would achieve your organizational goals?

EXPECTANCY THEORY



Nadler & Lawler, 1977

Virtual Org. Structure and job descriptions Due Session 7

MARCH 9TH

Session 7: Communicating Effectively

- How do we define *audience*?
- To *whom* are we as public service professionals more likely to communicate to or with? Donors? Volunteers? Employees?

Objectives

- Understand what heuristics inform the ways we understand public service and social justice issues

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

Readings:

1. **Patrick Lencioni, Death By Meeting, pg. 223-254 (NYUClasses)**
2. Tannen, D. (1995). The Power of Talk. *Harvard Business Review*, Sept/Oct, pp. 138-148.
3. Gabarro, J. J., & Hill, L. A. (2002). Managing Performance. *Harvard Business School*, pp. 1-6.
4. CASE: Rosegrant, S. The Shootings at Columbine High School: The Law Enforcement Response, Kennedy School of Government, Harvard University. pp. 256-282
5. CASE*(optional): Gladwell, Malcolm. “The Engineer’s Lament: How Do We Build a Safer Car?” *The New Yorker*. May 4, 2015.
<http://www.newyorker.com/magazine/2015/05/04/the-engineers-lament>

TC Recitation Session

- Team Exercise: Work on framing the Message of your Virtual Organization

MARCH 16TH

SPRING BREAK, NO CLASS

2nd Reflection Due March 22nd

Team Virtual Org. Marketing Strategy and Framing Your Org’s Brand

Complete Individual Implicit Association Reflection for Session 8

MARCH 23RD

Session 8: Managing Diversity

- How do you define diversity?
- How can organizations effectively address diversity?

Objectives

- Learn definitions of *diversity*
- Understand racism, stereotyping, and discrimination
- Understand the benefits and difficulties of implementing projects to address diversity in organizations

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.

2. ** Jennine Capo Crucet (2011), How to Leave Hialeah, *The Penn/O'Henry Prize Stories*, pp. 99-117 (NYUC)**
3. Bennett, D. (2010). Who's Still Biased? *Boston Globe*, Mar 7.
4. Dovidio, J. F., & Gaertner, S. L. (2005). Color Blind or Just Plain Blind? The Pernicious Nature of Contemporary Racism. *Nonprofit Quarterly*, Winter
5. CASE: Boehrer, John. "Dan Booker." *Electronic Hallway: University of Washington*, 2003. <http://hallway.evans.washington.edu/cases/dan-booker>
6. CASE: Davidson, Martin. "How Hard Should You Push Diversity?" *Harvard Business School*, 2012. <https://hbr.org/2012/09/case-study-how-hard-should-you-push-diversity/>

In Class

- Break into small groups and talk about what you like, dislike and wonder about the How to Leave Hialeah reading
- Situational Identity Exercise
- Implicit Association Exercise discussion

TC Recitation Session:

- Team work on Status Report #2

MARCH 30TH

Session 9: Organizational Culture

- How does diversity fit within your organization's culture?
- What are cultural "norms" and what role does culture have in enforcing them?

Objectives

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

Readings:

1. 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
2. **Joshua Ferris (2007), Then We Came To the End, pgs. 27-36 (NYUC)**
3. Chatman, J. A., & Cha, S. E. (2003). Leading by Leveraging Culture. *California Management Review*, Summer, pp. 20-34
4. CASE: Sontag, D. (2001). Who Brought Bernadine Healy Down? *New York Times Magazine*, December 23

5. ACTIVITY: Butler, M., Moores, C., O'Brien, J., Wooley, E., & Zhao, L. (2008). "Goodbye To Happy Hour." *The Electronic Hallway*, University of Washington, pp.1-5

TC Recitation: If necessary, finish up grant proposal sheet

Team Status Report Memo #2 Due

APRIL 6TH

Session 10: Decision Making and Ethics

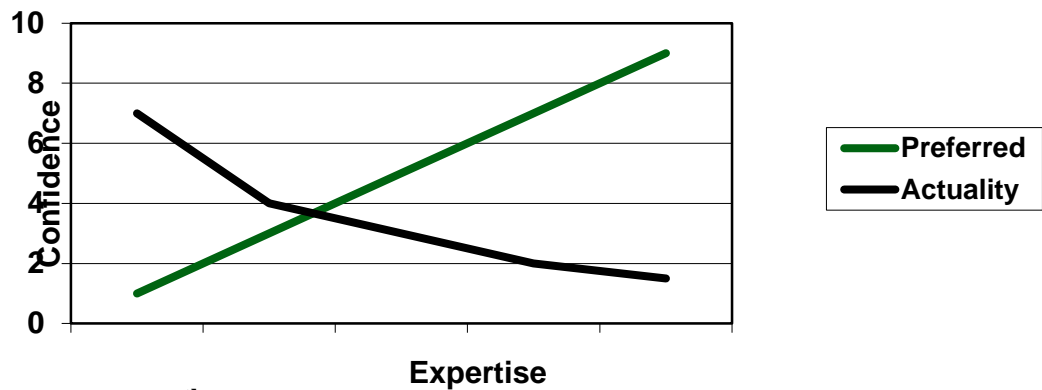
- What considerations most affect decision-making and choices at the ground, management, and director levels?
- How can we build a foundation of ethical behavior into the structures of our organizations?

Objectives

- Demonstrate the sources of systematic decision-making biases
 - Understand the sources of and solutions for ethical dilemmas in organizations
1. Bazerman, M. H. (2006). Introduction (selected pages); Common Biases. In *Judgment in Managerial Decision Making* (6th ed.), pp. 6-9, 13-40. New York: Wiley & Sons.
Required: Introduction, Biases 1, 2, 3, 9, 11. Recommended: entire chapter.
 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.
 3. Edmondson, Amy. "Strategies for Learning from Failure." *Harvard Business Review*, April 2011, p. 48-55.
 4. CASE: Vandivier, K. (2002). Why Should My Conscience Bother Me? Hiding Aircraft Brake Hazards. In M.D. Erdmann & 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
 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?
 5. ACTIVITY: McBeth, Mark and Adam Brewer. "Diversity Hiring and Decision Making Exercise." *Electronic Hallway: University of Washington*. 2014

TC Recitation Session

Each team will be given an ethical dilemma specific to its organization to discuss and address



3rd Reflection Due April 12th

Complete and Post Kidney Exercise Priorities before Class

APRIL 13TH

Session 11: Values and Justice in Allocating Resources

- What role does ethics play when making choices? How do ethical values conflict with our notions of fairness or need?
- How do should we judge organizational performance when allocating resources and making considerations on notions of justice and fairness?

Objectives

- Explore decision-making in resource-constrained environments
- Understand the role of values in ethical dilemmas in organizations

Readings:

1. URBAN PLANNING AND POLICY SPECIALIZATION: Case Study on Public/Private investment in Low-Income Housing. NYC Department of Housing Preservation and Development, *Nehemiah Home Ownership Program*. Please read from the site including the information about the Mortgage Services Request Procedure, <http://www.nyc.gov/html/hpd/html/buyers/nehemiah.shtml>
2. Brockner, J. (2006). Why it's So Hard to be Fair. *Harvard Business Review*, March, 122-129
3. ACTIVITY: Complete Kidney Allocation Exercise

TC Recitation Session

Virtual Team Fair and Just Allocation: Prepare an outline for a fund raising campaign that explains why giving to your organization is a fair and just allocation of a foundation's resources. Post in Google Drive after class

Procedures

Outcomes		Fair	Unfair
	Fair	Satisfaction	Disquiet
	Unfair	Displeasure	Moral outrage

Virtual Org. Fair and Just Allocation Argument Due Session 12

APRIL 20TH

Session 12: Negotiation and Managing Conflict

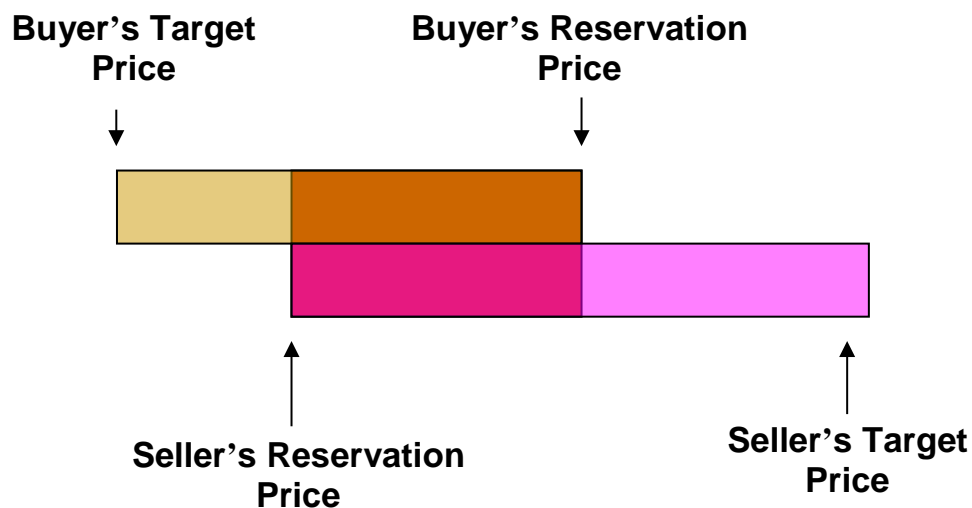
Objectives

- Assess your skills at negotiating
- Comprehend the core principles of negotiation
- MANAGEMENT SPECIALIZATION: Looking at both sides of HR

Readings:

1. Neale, M. (2004). Are You Giving Away the Store? Strategies for Savvy Negotiation. *Stanford Social Innovation Review, Winter*, pp. 33-39
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
3. Bernard, T. S. (2010). A Toolkit for Women Seeking a Raise. *New York Times, May 15*. [NYUC]
4. CASE: Sackel, M., Morrison, J., & Liao-Troth, M. (2008). Pacifica Foundation: The Battle Over The Airwaves. The Electronic Hallway, University of Washington, pp. 1-14

Model of the Negotiation



Team Role Reflection and Team Member Evaluations Completed Before Session 13

APRIL 27TH

Sessions 13: Power and Strategic Influence and Leading Change

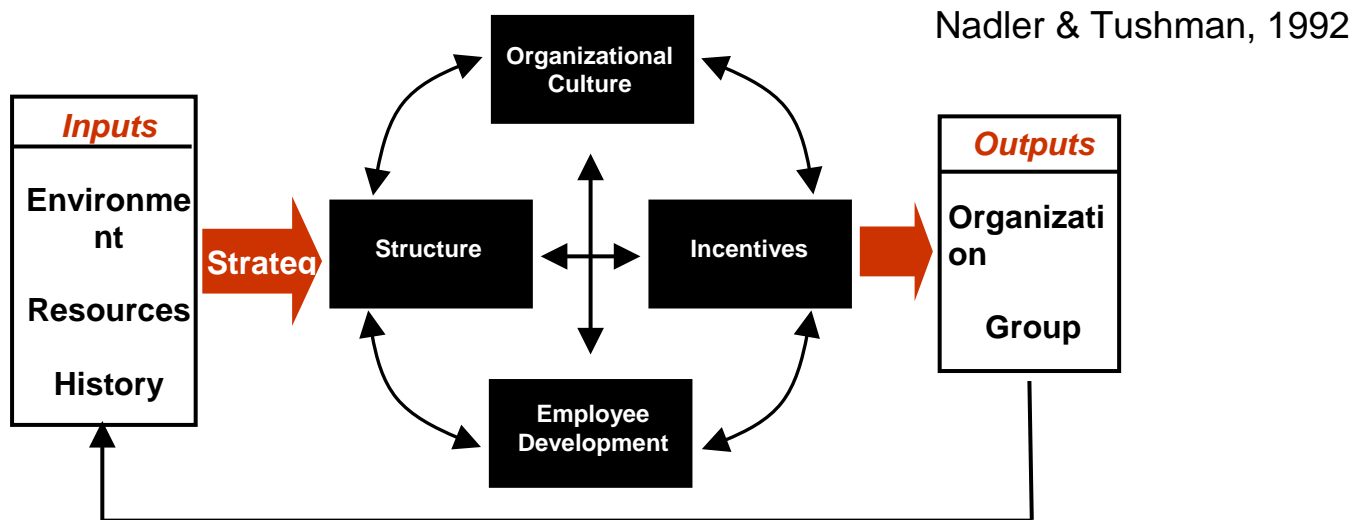
- How does power differ from influence?
- How does *leadership* differ from *management*? Do they overlap or could they be considered separate ideas?

Objectives

- Learn how to identify important political players and their sources of power
 - Develop strategies for influencing up and down the hierarchy
 - Understand sources of resistance to change
 - Provide strategies for championing and leading change
1. Cialdini, R. B. (2003). *The Power of Persuasion*. *Stanford Social Innovation Review*, Summer, pp. 18-27.

2. Pfeffer, J. (1992). Understanding Power in Organizations. *California Management Review*, Winter, pp. 29-50.
3. Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*, January, pp. 96-103
4. Surowiecki, J. (2009). Status-Quo Anxiety. *The New Yorker*, August 31
5. CASE: Mokinn, K. and Gendron, A. (2001). Reverend Jeffrey Brown: Cops, Kids, and Ministers. Harvard Business School, pp. 1-20
6. CASE: DeLong, T. J., & Ager, D. L. (2004). Utah Symphony and Utah Opera: A Merger Proposal. Harvard Business School, pp. 1-16

STRATEGIC ALIGNMENT FRAMEWORK



Team Portfolio Due At Final Session

MAY 4TH

Session 14: Final Team Presentations

Final Exam Due May 11th