

**Managing Public Service Organizations (MPSO)**  
**NYU Wagner CORE-GP 1020**  
**Fall 2017**

**Professor Patricia Satterstrom**

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**Section 001**

*Time:* Monday, 9:30 am to 12:15 pm

*Location:* Bobst Library, 70 Washington Sq South, Room LL1.38

*Teaching Colleague:* Shelley Hoy, seh531@nyu.edu

*Office hours:* Friday, 3:30pm–5:00pm, Puck Building, Room 3045

**Section 002**

*Time:* 6:45 pm to 9:30 pm

*Location:* 194 Mercer Street, Room 305

*Teaching Colleague:* Alexandra Black, aib309@nyu.edu

*Office hours:* Wednesday, 4:30pm–6:00pm, Puck Building, Room 3047

**Writing support**

*Tutor:* Suzanne Chipkin, sc6150@nyu.edu

*Office hours:* Thursday, 6:30 pm–8:30 pm, or by appointment, Adjunct Office 3045, Puck Building

**COURSE DESCRIPTION**

The goal of Managing Public Service Organizations (MPSO) is to improve your managerial and leadership skills. You have likely already made significant individual contributions to your organizations. Within a few years of graduation, you will be called to manage a group or decide to start or lead an organization. MPSO is a core part of the Wagner curriculum because it is designed to enhance the technical, interpersonal, conceptual, and political skills all graduates need to run effective and efficient departments and organizations embedded in diverse communities and industries. In class, we will engage in a collective analysis of specific problems that leaders and managers face—diagnosing, debating, and selecting a leadership strategy—to explore how organizations can meet their performance objectives.

**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. Please read: <http://wagner.nyu.edu/students/policies>.

## COURSE MATERIAL

- NYU Classes <http://newclasses.nyu.edu/>: You will find the course syllabus, assignments, exercises, surveys, and slides here. If you have not activated your NYU Net ID or have forgotten your password, you can activate or change your password at <http://start.nyu.edu>.
- MPSO Plus [https://docs.google.com/document/d/1ajEvLMnn24aIxc2qYZgq-tWPqyq5wpDvHGUbAy\\_dy5g/edit?usp=sharing](https://docs.google.com/document/d/1ajEvLMnn24aIxc2qYZgq-tWPqyq5wpDvHGUbAy_dy5g/edit?usp=sharing): This document provides additional courses and optional readings so that you can explore the topics we cover in more depth.
- NYU Bookstore <http://www.bookstores.nyu.edu/>: You will need to purchase a paper course pack with readings (digital version is available at no extra cost). To keep costs down, NYU Classes will have links to readings you can access and print from the NYU library.
- 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 at: <https://home.nyu.edu/>.
- Electronics (computers, tablets, phones) are not allowed during class so please bring your readings, a notebook, pen, etc.

## LEARNING OBJECTIVES AND SKILL DEVELOPMENT

The course combines conceptual and experiential approaches and is divided into four modules: (1) teams and teamwork, (2) interpersonal dynamics, (3) designing and aligning organizations, and (4) leading change. Readings will introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies, exercises, and in-class discussions provide opportunities to apply theories, concepts, and research findings to particular situations to hone your managerial and leadership skills. The written assignments require you to consolidate your insight and practice your analytical and communication skills.

There are three learning objectives that cut across each class:

<i>Learning objective</i>	<i>Supporting Skillset</i>
1 Analytical thinking	a. Identify, analyze, and address underlying problems and opportunities b. Recognize, analyze, and manage complex relationships c. Reframe the way you approach people and situations
3 Leveraging diversity	a. Identify, understand, and use different types of diversity b. Explore how to create, participate in, and coach diverse teams c. Develop skills to address the challenges and opportunities of diversity
4 Communication	a. Recognize the importance of clear communication with stakeholders b. Prepare effective, clear, organized written reports and presentations c. Conduct effective meetings and facilitate group/team discussions

## CLASS TEAMS

You will self-select into teams on the second day of class that work together the entire semester. At the start of each class, you will have the opportunity to discuss and debate the case analysis and recommendations before the class discussion in which you may be cold called. You are expected to do all of the assigned reading and answer the case questions on your own before class.

## ASSESSMENT AND GRADING POLICY

### *Individual assessment*

1. Contribution to discussion & learning..... 20%
2. Professionalism..... 10%
3. Final exam ..... 30%

### *Team assessment*

4. Two analytical memos ..... 20%
5. Congruence model analysis..... 15%
6. Congruence model presentation ..... 5%

**1. Contribution to discussion and learning.** Managerial and leadership practices are critical for organizational success, but they are nuanced and need to be applied thoughtfully with an eye to power, culture, and organizational alignment. Each of us brings different and relevant experiences to the classroom, so we will be learning from each other, challenging our assumptions and trying to understand the assumptions that drive our colleagues' behavior. During the case discussions and exercises, you will be called on to analyze the situation at hand and share recommendations. The only way to conduct a sharp case analysis and contribute insightful comments is to read the case and articles carefully and complete the exercises, reflecting on how they inform situations you have experienced. I have kept mandatory readings to a minimum with the expectation that they will all be done; I include optional readings for those who want to dive deeper into particular topics.

**2. Professionalism** is calculated based on attendance, lateness, and number of course assignments (i.e., surveys, 100-word case write ups, reflections) completed on time. If you will be absent or delayed (e.g., train delays, family emergencies), please email the teaching colleague.

**3. Final exam.** The final exam will cover topics from the readings, course discussions, and your team work. If you do all the readings, engage in class discussions, and reflect on the material we covered, you will be prepared. We will also cover sample questions at the end of each module.

**4. Two analytical memos.** Your purpose in writing these memos is to provide information and make recommendations to people who must make decisions about key strategic issues. Pedagogically, this assignment provides you with the opportunity to develop your writing, analysis, and communication skills. It also gives you the ability to apply course principles and practices.

For each of the group memos, please include a cover page with the names of everyone who contributed to the memo and the role they played in the memo. If a group member did not contribute, do not include that person's name and s/he will not receive credit for this assignment. Everyone whose name does appear on the assignment will receive the same grade. The memo should be 2 pages (not including the cover page), single spaced, 1-inch margins, and 12-point Time

New Roman font—this format is required of all written assignments. List references or figures, if necessary, on a concluding page. Format, grammar, punctuation, and spelling all matter. Please use paragraph headings. Explain your reasoning clearly, succinctly, and convincingly to your target audience. When you present your recommendations, make sure they are realistic and take the individuals, context, timing, and other variables in the case into account. A strong memo always considers the most compelling alternative explanations or recommendations, as well as criticisms of your ideas, and makes an argument for why your choices are the best option in this situation.

Memo outline:

- Open with a brief one-paragraph summary
  - What is the context, key issue(s), and your recommendation?
- Background: Diagnosis
  - Why is this group/department/organization facing these issues? Identify root causes.
- Recommendations / next steps
  - What are your specific recommendations? Rationale? Alternatives?
  - How should your recommendations be implemented? What are the priorities?

**Memo 1:** Please email your memo to Prof Satterstrom and your Teaching Colleague by **October 5 at 9 pm**. Remember to always copy everyone in your group to the email.

- Case: Amabile, T. M. & Schatzel, E. A. (2003). The Satera team at Imatron Systems, Inc. (A). *Harvard Business School Case 9-803-141*.
- Target: You are a consultant hired by Rick Levinger to assess the situation and provide guidance to Gary Pinto. Please address your memo to Levinger.

**Memo 2:** Please email your memo to Prof Satterstrom and your TC by **November 9 at 9 pm**.

- Case: McGinn, K. L., Kutchma, B., & Hammer, C. B. (2012). Carolina for Kibera. *Harvard Business School Case 9-913-701*.
- Target: Assume you are a consultant hired by Rye Barcott to assess the situation and provide guidance. Please address your memo to Barcott.

**5. Congruence model analysis.** You will discuss and select one team member's case—either a performance gap or an opportunity gap that s/he 1) observed or experienced, has some authority/ownership over, and has enough information to conduct a root cause analysis, 2) is interesting and motivating for the team to tackle, 3) is measurable, 4) could impact the team member and his/her organization, and 5) has a clear timeline. The organization/people can be anonymized.

**Part 1:** Please email a 1-page analysis to Prof Satterstrom and your TC by **November 16 at 9 pm**.

- Succinctly state the gap that you will address. Explain why you know it is a gap (i.e., the difference between expectations and reality for a performance gap). Explain why this is the most important gap to address.
- State the root causes and explain why you think they are the root causes.

**Part 2:** Please email a 3-page memo to Prof Satterstrom and your TC by **December 7 at 9 pm**.

- Target: Address an appropriate target in the organization and make it compelling/persuasive.

- State a revised and refined gap statement.
- Provide enough context, history, and organizational description to explain your gap, root cause analysis, and recommendations.
- Explain the root causes, why they are important, and why you focused on these (instead of something else), and what you learned from mapping them to the congruence model (e.g., alignment problem between Critical Tasks and Capabilities: Do the skills, abilities and motives of the employees fit with the task requirements?)
- Propose an action plan. Explain how it addresses the gap and root causes, why these are the best steps (instead of others), and how would these be carried out (e.g., order, timing).

**6. Congruence model presentation (December 11).** Each team will have 8 minutes to present their congruence model case followed by 4 minutes of Q&A. You are presenting to your target (i.e., the person in the organization you are writing to). You will be graded on: 1) Content—does the gap, root cause(s), congruence model, and action plan make sense? 2) Clarity—do you clearly communicate your message? 3) Persuasiveness—Are you convincing and memorable?