

**UPADM-GP 103-001 Introduction to Managing Public Service
Organizations
Robert F. Wagner Graduate School of Public Service
New York University
Spring Semester 2022**

Instructor

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Time/Room Assignment: 2:00-3:15 p.m. Tuesdays and Thursdays/Room 203,
194 Mercer

Office Hours: Before and after class or by appointment

Course Goals and Objectives

The goal of Introduction to Managing Public Service Organizations (IMPSO) is to enhance your management and leadership skills in the public and non-profit sectors. 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 taken this class because you want to have a positive impact in the world. Your interest could be affordable housing, bike lanes, arts programs for disadvantaged kids or access to quality pre-natal care. It could be making sure public policies are based on the best possible evidence, or that nonprofits are financially solvent, or that staff are treated fairly and respectfully. Whatever your passion, you can only realize that impact by mastering organizational 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 in order to solve the organizational problems at hand. You must manage people, information, and systems to accomplish organizational goals; you must make things happen, and often under less than ideal conditions or time frames; and you must learn from the challenges you experience. The successful execution of these tasks requires

leaders to understand what skills and abilities they bring to and need from their teams and organizations, to formulate a mission and strategy, to make effective and ethical decisions, to influence and motivate diverse individuals, to optimize the structure of their organization, to measure and improve performance, and to drive organizational change.

IMPSO prepares you to achieve these objectives by providing you with fundamental frameworks and tools developed from the behavioral and social sciences and tested by leaders in organizations representing all sectors of the economy.

Course Format

Each class we will focus on a particular set of management skills. Our goal will be to distinguish between effective and ineffective strategies. We will accomplish this by discussing key concepts and analyzing related cases. You will also have an opportunity to complete a team project.

This course reflects a dual focus on practice and conceptual thinking. The course readings introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies and class exercises provide opportunities to apply theories, concepts, and research findings to particular situations and sectors, and to hone your skills in problem definition and problem solving. The written assignments, including the team project, ask you to consolidate your insights and to practice your analytic skills.

A major component of this course is the team project. You will have an opportunity to articulate where your passions are focused regarding some area of public service, such as social justice, international development, or social entrepreneurship. Then you will be matched with three or four other students who share your passion. Together, you will create a public service organization with its own unique mission, structure, culture, products and/or services, logic model, and strategic plan. Periodically you will be asked to provide certain deliverables. Your team will conduct a brief presentation and write a paper on your organization, both of which are due at the end of the semester. For this assignment you will have the opportunity to work with a course mentor, through regularly scheduled Zoom meetings.

Preparing for Class

It is critical that you complete the readings for each session in advance. You and your classmates will not benefit as much from the class session if you come unprepared. Take time to analyze and absorb the readings and cases to prepare for class discussion. Many of the principles and issues involved in IMPSO 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 articles and text provide key ideas and theoretical insights into human behavior and its impact on productivity and performance. To be sure you have grasped the point of each piece, ask yourself:

- What is the author’s main argument?
- What are the key concepts and principles introduced?
- Why do these concepts and principles matter?
- What are the implications for the kinds of challenges I face or will 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 readings. They provide an opportunity for you to practice diagnosing the nature and causes of organizational performance and thinking through the potential consequences of decisions.

Meeting Expectations

A class like this requires careful attention to fairness and mutual respect for one another. You should attend all classes. It is especially important that if you do have an unavoidable conflict, you do not disturb your classmates by arriving late, leaving early, or otherwise causing interruptions, such as leaving the room in the middle of class. We will be a technology-free classroom. During class you should not use your computer or phone.

You will earn 15 points when you meet the course expectations. More specifically, they are:

1. Students are expected to attend every class on time.
2. Students are expected to participate in class discussions.
3. Students are expected to accord the same professional respect to their classmates' contributions as they would to the instructor's.
4. If an absence is unavoidable, let the instructor know.
5. Students are to keep a copy of their assignments in the event of a loss.
6. Late assignments will be accepted but points will be deducted.
7. Students should not use a computer or phone during class and avoid leaving the room during class discussion.

Readings

There is one book for this course:

Reframing Organizations: Artistry, Choice, and Leadership, 7th Edition by Lee Bolman and Terrence Deal. Published by Jossey-Bass. Copyright, 2021. ISBN: 9781119855125 for paperback (and available at the NYU Bookstore).

The book is also available as an E-book. The paperback at the NYU Bookstore is \$49.25.

The remaining readings will be available through NYU Brightspace or through the Bobst Library. All Harvard Business Review articles must be accessed via Bobst. Here is the process:

Go to **library.nyu.edu** and to **Search Library Resources**

Search for **Harvard Business Review Periodical** and click **Go**

Click on **Harvard Business Review** again and look for **Online Access** and click and then look for **Business Source Complete** and click to access all articles

NYU Brightspace

You must have access to the class learning management site, NYU Brightspace.

- Many announcements, class related documents (readings, discussion questions, class handouts, etc.) will be posted there. If you have not activated your NYU net account or have forgotten your password, you can activate or change your password at start.nyu.edu. Your account must be activated to access NYU Brightspace.
- Some class announcements and feedback may 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.
- You will need Adobe Acrobat Reader in order to view and print some of the class materials. If you do not already have this (free) software installed on your computer, go to adobe.com/products, and follow the download instructions.

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?

Assignments/Grading

In order to facilitate application of the class concepts, you will be asked to complete some individual and team assignments.

The specific assignments are listed below:

Assignments	Date Due
Team Charter	2/15
Case Analysis 1 (15%)	2/17
Organizational Mission Statement	2/22
Logic Model	3/3
Case Analysis 2 (15%)	3/8
Strategic Plan	3/10
Theory of Change	3/29
Culture Statement	4/7
Reflection Paper on Leadership (10%)	4/21
Team Presentations (10%)	5/3 and 5/5
Final Team Paper (15%)	5/10
Peer Evaluation	5/12
Final Assignment (20%)	5/16
Meeting Expectations (15%)	
Total: 100%	

Your final grade will be determined as follows:

LETTER GRADE	PERCENTAGE SCORE	GRADE POINT	PERFORMANCE
A	93.0 - 100.0%	4.0	EXCELLENT WORK

A-	90.0 - 92.99%	3.7	NEARLY EXCELLENT WORK
B+	87.0 - 89.99%	3.3	VERY GOOD WORK
B	83.0 - 86.99%	3.0	GOOD WORK
B-	80.0 - 82.99%	2.7	MOSTLY GOOD WORK
C+	77.0 - 79.99%	2.3	ABOVE AVERAGE WORK
C	73.0 - 76.99%	2.0	AVERAGE WORK
C-	70.0 - 72.99%	1.7	MOSTLY AVERAGE WORK
D+	67.0 - 69.99%	1.3	BELOW AVERAGE WORK
D	60.0 - 66.99%	1.0	POOR WORK
F	LESS THAN 60%	.00	FAILING WORK

Individual 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? Are all questions answered?

Writing: How well do you reflect professional quality in grammar and writing style?

Formatting: Assignments, including the team paper, should be: written in a 12-point font, left justified, double-spaced, 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 covering fewer topics tend to also display more thorough analysis than assignments trying to cover more topics.

Writing Resources

The Wagner School provides a writing consultant to students. More information will be provided on this resource.

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. See the Wagner website for the Statement on Academic Integrity. For this particular course, team projects should be completed by team members working together. Individual written assignments should be the sole work of the individual student. Violations of these standards will automatically result in all participating students failing the course and being reprimanded to the discipline committee for further action.

Schedule of Classes

Session 1: Overview of Course and Introductions (1/25/2022)

Complete: Survey from Textbook found on NYU Brightspace. Send results to instructor by 1/26

Session 2: Making Sense of Organizations (1/27)

Objective:

To understand the different ways we can make sense of our organizations

Read: Chapters 1 and 2 in text

Case: Goodbye to Happy Hour, University of Washington [NYU Brightspace]

Session 3: Team Formation (2/1)

Objective:

To understand how to build a team for success

Read: Chapter 5 in text

Session 4: Managing Your Team for Success (2/3)

Objective:

To review strategies for effective team management and review team project

Read: Duhigg, Charles. (2016). What Google Learned From Its Quest to Build the Perfect Team. The New York Times Magazine, February 25, 2016. [Go to Internet]

Project Team: We will form project teams by the end of this week.

Session 5: Managing Conflict (2/8)

Objective:

To understand the collaborative approach to conflict management

Read: Whetten, David and Cameron, Kim. (2016). Managing Conflict. Developing Management Skills, Chapter 8 (pp. 306-320), Pearson Education. [NYU Brightspace]

Session 6: The Strategic Planning Process (2/10)

Objective:

To learn the key features of strategic planning

Read: Bryson, J. M. (1988). A Strategic Planning Process for Public and Nonprofit Organizations. Long Range Planning, 21, pp. 73-81. [NYU Brightspace]

Case: Social Venture Partners International: The Challenge of Growing a Network, University of Washington [NYU Brightspace]

Session 7: Organization Structure (2/15)

Objective:

To learn what to consider when designing an organization's structure

Read: Chapters 3 and 4 in text

Article on MTA at:

<https://www.nydailynews.com/new-york/ny-mta-cuts-nyc-transit-feinberg-20200713-xxvzjppk7bb4vg2fhprt6j6aym-story.html>

Submit: Team Charter via email

Session 8: Organizational Culture (2/17)

Objective:

To discuss how to form an organization's culture

Read: Chapter 12 in text

Submit: Case Analysis 1

Session 9: Organizational Culture II (2/22)

Objective:

To continue discussion of forming an organization's culture

Read: Chapter 13 and 14 in text and we will revisit Goodbye to Happy Hour.

Submit: Team Mission Statement

Session 10: Nonprofit and Public Sector HR (2/24)

Objective:

To understand differences between managing people in the nonprofit vs. the public sector

Read: Rosenbloom, David & Kravchuk, Robert. (2015). Public Personnel Administration and Collective Bargaining. Public Administration (pp. 222-259). McGraw-Hill. [NYU Brightspace]

Session 11: People and Personnel (3/1)

Objective:

To review how to manage people strategically

Read: Chapter 7 in text

Session 12: People and Personnel (3/3)

Objective:

To understand how to set goals and incentives to support productive behavior

Read: Chapter 6 in text

Kerr, S. (1995). On the folly of rewarding A, while hoping for B. Academy of Management Executive, February, pp. 7-14. [NYU Brightspace]

Submit: Team Logic Model

Session 13: Managing Diversity (3/8)

Objective:

To discuss how to manage a diverse workforce

Read: (2020). Ely, Robin and Thomas, David. Getting Serious About Diversity. Harvard Business Review, November-December, pp. 115-122. [Go to library].

Submit: Case Analysis 2

Session 14: Case Discussion (3/10)

Objective:

To better appreciate the challenges in creating a diverse organization

Read: CASE: Stone, E. (2017). Fostering Success? An Equity Initiative Goes Sideways. The Electronic Hallway, University of Washington. [NYU Brightspace]

Submit: Team Strategic Plan

Our Spring Break is scheduled from March 14 until March 20. Enjoy!

Session 15: Power and Influence (3/22)

Objective:

To develop skills of the constructive politician

Read: Chapter 9 in text

Session 16: Power and Influence (3/24)

Objective:

To learn how to identify important political players and their sources of power

Read: Chapter 10-11 in text

Session 17: Decision Making (3/29)

Objective:

To review the sources of systematic decision-making biases

To understand how to solve problems, including those with ethical dilemmas

Read: Buchanan, L. & O'Connell, A. (2006). A Brief History of Decision-Making. Harvard Business Review, January, pp. 32-41. [Library]

Campbell, A., Whitehead, J., & Finkelstein, S. (2009). Why Good Leaders Make Bad Decisions. Harvard Business Review, February, pp. 60-66. [Library]

Submit: Team Theory of Change

Session 18: Ethical Decision-Making (3/31)

Objective:

To understand different ways to think about decisions with ethical consequences

Session 19: Ethical Decision-Making II (4/5)

Objective:

To practice making decisions with ethical consequences

Read: CASE: Meine, M. F. & Dunn, T. (2014). Loyalty, Ethics, and Whistle Blowing. The Electronic Hallway, University of Washington. [NYU Brightspace]

Session 20: Leadership (4/7)

Objective:

To understand the history of leading

Read: Chapter 17 in text

Su, Amy. (2017). How New Managers Can Send the Right Leadership Signals. Harvard Business Review, July/August, pp. 2-5. [Go to Internet]

Submit: Team Culture Statement

Session 21: Leadership and the Four Frames (4/12)

Objective:

To understand leadership through the four frames

Read: Chapters 15 and 16

Session 22: Leading Change (4/14)

Objective:

To review models on the strategic management of change

Read: Chapter 19 in text

Session 23: Sustaining Change (4/19)

Objective:

To understand the basic elements of program evaluation

Read: Behn, R. D. (2003). Why Measure Performance? Different Purposes Require Different Measures. *Public Administration Review*, September/October, pp. 586-606. [NYU Brightspace]

Session 24: Program Evaluation (4/21)

Objective:

To practice program evaluation

Submit: Reflection Paper on Leadership

Session 25: Reframing Ethics and Spirit (4/26)

Objective:

To use the frames to understand the ethical responsibilities of organizations and the moral authority of leaders.

Read: Chapter 20 in text

Session 26: Case Analysis (4/28)

Objective:

To use all four frames and leadership discussion to analyze a case study

Session 27: Team Presentations (5/3)

In our last two classes we will have team presentations and we will summarize the important information to take away from this course.

Session 28: Team Presentations (5/5)

Submit: Team Paper by May 10

Submit: Peer Evaluation by May 12

Final Examination: The final examination will be a case analysis and should be submitted by May 16 via email.