



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

UPADM-GP 103

Introduction to Managing Public Service Organizations

Spring 2023

Faculty Information

Professor Judy Pryor-Ramirez ("Professor J")

Email: jpramirez@nyu.edu

Office hours: In-person on Tuesdays 2-4pm; All other appointments to be scheduled on my [calendar](#).

Course Information

Time: Tuesdays, 11:00am - 1:30pm

Location: GCASL, Room 288

Description

Organizations are the way work gets organized, coordinated, and accomplished. Knowing how to work within them is perhaps the most powerful tool you can have. The goal of this course is to introduce you to management skills for service in the public and nonprofit sectors. You will learn theory, frameworks, and tools to explore your personal leadership/management, influence teams, and diagnose organizational problems.

Course Design & Pedagogy

The course combines conceptual and experiential approaches to management and therefore is divided into three domains of learning and practice: (1) INDIVIDUAL: Managing Yourself; (2) TEAM: Managing People & Leading Teams; (3) ORGANIZATION: Managing Organizations.

Readings will introduce key concepts and useful ways of thinking about common situations in managing public service organizations. Case studies, exercises, and 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.

Learning Objectives

There are three learning objectives that cut across each class. By the end of this class, students will be able to:

1. **Think analytically:** Identify, analyze, and address underlying problems and opportunities and reframe the way you approach people and situations
2. **Leverage Diversity:** Identify, understand, and use different types of diversity and develop skills to address the challenges and opportunities of diversity

- Communicate Effectively:** Prepare effective, clear, organized written reports and presentations and conduct effective meetings and facilitate group/team discussions

Course Material

- Brightspace Page: You will find the course syllabus, assignments, exercises, and links to readings through the NYU library, surveys, and slides here.
- Course Material: To keep costs down, I am providing you with most of the readings and case studies that copyrights allow me to post in Brightspace. The only thing you need to purchase is the [coursepack](#) for the team simulation for **\$25.00 by March 21** for class on March 28.

Course Schedule (see Brightspace for links to readings)

Class Date	Topic	Readings & Assignments Due
1/24	Introduction	The Incomplete Leader by Russell Nonprofit Workforce Dynamics by Cornelius and Corvington
Unit 1: The Individual Context		
1/31	Adaptive Manager's Toolkit: Emotional Intelligence	Resonant Leadership by McKee, Johnston, and Boyatzis EQ & DEI Assessments – see Brightspace
2/7	Technical Manager's Toolkit: Delegation and Project Planning	Chapters 1 & 2 in <i>Managing to Change the World</i> by Green and Hauser
2/14	Unit 1 Assessment: My Managerial Autoethnography **In-Class Presentations**	**No Readings Due** Slide deck & 1-page narrative essay due to Brightspace by 10:00AM EST <i>NOTE: Teams are assigned on this day.</i>
Unit 2: The Team Context		
2/21	Introduction to Teams: Team Conference Day	Secrets of Teamwork by Haas and Mortensen Team Assignment: Submit your completed Team Launch Doc to Brightspace by 1:30PM EST
2/28	Building Effective & Diverse Teams	Building an Effective Team by Hill How Diversity Makes us Smarter by Phillips
3/7	Engaging in Collaboration & Responding to Conflict	The Participatory Revolution in Nonprofit Management by Saxton

		Eight Strategies Moving from Impasse to Transformation by Goldsmith and Cloke
3/14	SPRING BREAK - No Class	No Readings/Assignments Due
3/21	Leveraging Power & Persuasion	A New Prescription for Power by Long-Lingo and McGinn The Power of Persuasion by Cialdini
3/28	Unit 2 Assessment: In-Class Team Simulation	Simulation must be purchased by 3/21: https://hbsp.harvard.edu/import/1019210 Homework: Simulation Field Notes due 4/4 by 10:00AM
Unit 3: The Organizational Context		
4/4	Organizational Alignment & Strategy	Congruence Model by Mercer Delta Grant Street Settlement Case Study
4/11	Organizational Design & Structures	Understanding Organizational Structures by SHRM Burning Man Case Study
4/18	Organizational Culture	Operationalizing Racial Equity by Yang-Clayton and Richardson Fostering Success Case Study
4/25	Leading Change & Managing Resistance	The 10 Essential Principles of Implementation Leadership by Tapia and Walker Good Sisters Center Case Study
5/3	Unit 3: Assessment HBS Team Case Study Project **In-Class Presentations**	**No Readings Due**
5/10	Finals Week **No Class Meeting**	Final Exam to be released and submitted for grading on Brightspace.

Major Assignments and Deadlines

There are (3) kinds of major assignments in this course: Unit Assessments, Team Launch Document, and the Final Exam. All readings, assignments, case studies, and preparation for class must be completed before the start of class as noted in the above schedule. You will find full descriptions of the major kinds of assignments on Brightspace.

Major Assignments	Due Date
Unit 1 Assessment: My Managerial Autoethnography	2/14/23 by 10:00AM EST
Team Launch Doc	2/21/23 by 1:30PM EST

Unit 2 Assessment: Simulation Field Notes Report	3/30 by 6:00pm EST
Unit 3 Assessment: HBS Team Case Study Project	5/3 by 10:00AM EST
Final Exam	5/10 by 9pm EST

Grading Scale

Your grade in this course will be assessed in the following way:

Graded Course Elements	Percent of Final Grade
Weekly active in-class participation	15%
Units 1-3 Assessments	45%
Team Launch Document	10%
Final Exam	30%

In-Class Participation

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 reasoning that underlies our colleagues' behavior. The only way to conduct a sharp case analysis and contribute insightful comments is to read the cases and articles carefully and complete the exercises, reflecting on how they inform situations you have experienced.

Class Teams

You will be assigned a team to work together on a team simulation and HBS Team Case Study Project. Teams will be decided upon on 2/14 and your Team Launch document is due on 2/21.

Statement of Academic Integrity

All students enrolled in this class are required to read and abide by [Wagner's Academic Code](#). All Wagner students have already read and signed the [Wagner Academic Oath](#). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If you are unsure about what is expected and how to abide by the academic code, you should consult with me.

Professor J's Classroom Policies

- *Attendance and Punctuality:* You are expected to attend all class sessions and arrive to class on time. Please email me if they will miss class and it is the responsibility of the student to make up all work if absent from class. If more than three or more unexcused absences, your final grade will be negatively reflected in your participation grade. For prolonged absences, the student must notify me, your academic advisor and/or The Dean's Office.
- *Changes to readings/assignments:* This syllabus is subject to change. Pre-assigned readings may be adjusted and occasionally supplemental reading or small exercises may be added throughout the course to enhance learning. If this is the case, I will update the assignments or make adjustments on Brightspace at least one week before the due date. My goal is to notify you with plenty of time for anything that might affect your schedule and workload.
- *Late assignments:* Please request permission from me at least 48 hours in advance of the due date if you expect your assignment to be late. Late assignments without prior notification will result in a Zero grade or F. If more than three or more assignments are late in the course without prior notification, your final grade will be negatively affected. Approved extenuating circumstances do not apply in this case.
- *Revise & Resubmit:* Towards the goal of continuous improvement, I welcome revised and re-submitted assignments for re-evaluation. This must be arranged with me in advance with a new deadline. Late assignments are not eligible for "revise and resubmit" consideration.

- *Eating & Drinking:* Eating and drinking are permitted as long as your meal does not interfere with teaching and learning (i.e., loud eating sounds and packaging, etc.)
- *Tech in Class:* Cell phones, smartphones/smart devices, tablets, and laptops should not be used during class unless otherwise specified.

NYU's Calendar Policy on Religious Holidays

[NYU's Calendar Policy on Religious Holidays](#) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please email me at least one week prior to the next class if you should be absent for a religious holiday.

Wagner Writing Center

The Wagner Writing Center offers writing support through tutors, workshops, and a writing series. Visit them at: <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center#>

NYU Writing Center

NYU's general writing support center is a place where one-on-one teaching and learning occurs, and where the work always focuses on writing. Experienced consultants assist NYU students, faculty, and staff with their work at any stage in the writing process. They work with individuals on essays, lab reports, personal statements, poems, stories, and other written texts. Writers may schedule one appointment per week, up to two weeks ahead of time, using their online scheduling system.

Appointments normally are 45 minutes in length. The Writing Center is located at 411 Lafayette, 3rd floor. For more information or to schedule an appointment, please go to NYU Writing Center's website: <https://www.nyu.edu/students/academic-services/writing-center.html>

Library Resources

There are comprehensive resources to complete assignments on the NYU Libraries website. Visit the public and nonprofit management research guide page: https://guides.nyu.edu/subject_nonprofit
If you are unclear about how to properly attribute research or ideas you are using in your work, please consult the visit the [NYU Libraries Citation Style Guide](#) or [Ask a librarian](#). For this class, any citation style is acceptable as long as you are consistent. As an example, Harvard Business School has a comprehensive [guide to Chicago Style](#). Also commonly used in the public service field is the [APA style](#).

Henry and Lucy Moses Center for Students with Disabilities at NYU

I want everyone to do their best work in this course and reach their goals. If you need formal accommodations, please visit the [Moses Center for Students with Disabilities \(CSD\) website](#), call 212- 998-4980, or email mosecsd@nyu.edu for information. If you do not need formal accommodations but have learning needs I should know about, please let me know.

Land Acknowledgement

In the spirit of truth and equity, it is with gratitude and humility that we acknowledge that we are gathered on the sacred homelands of the Lenape people, who are the original stewards of this land. We honor and pay respect to their ancestor's past and present, as well as to future generations and we recognize their continuing presence in their homelands. We understand that our acknowledgment requires those of us who are settlers to recognize our own place in and responsibilities towards addressing inequity and that this ongoing and challenging work requires that we commit to real engagement with the Lenape people to build an inclusive and equitable space for all. (*Adapted from Bard College*)

Justice, Equity, Diversity and Inclusion Statement

In this class, we seek to materialize our commitment to justice, equity, diversity and inclusion through dialogue and rigorous study. We strive to create a learning environment that upholds values that meaningfully include the voices, works, and ideas of communities and cultures historically and systematically

excluded from higher education. In this class, we will aim to work on the four levels of oppression (ideological, institutional, interpersonal and individual) to address the implicit and explicit ways racism, sexism, classism, ableism, homophobia, transphobia, religious and other forms of oppression impact the learning process. As your professor, I am committed to fostering and maintaining an inclusive community in which all gender identities and expressions are valued and validated. To create a gender-inclusive environment for faculty, students, and visitors, I encourage all members of the class to indicate the pronouns they use for themselves, if desired, in class and in electronic communications, and in other settings, and I will encourage and enforce the respect of pronoun usage. *(Adapted from Bard College)*

*"When everyone in the classroom, teacher and students, recognizes that they are responsible for creating a learning community together, learning is at its most meaningful and useful."
- bell hooks, Ph.D. (1952-2021)*