

**Wagner Graduate School of Public Service
New York University**

Managing Public Service Organizations

P11.1020

Spring 2009

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Teaching Colleagues: Jacob Victory and Kenita Lloyd

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Course Goals and Objectives

The goal of Managing Public Service Organizations (MPSO) is to enhance your 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.

A key leadership task is to assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problems at hand. You must manage people, information, and processes to accomplish organizational goals; you must make things happen, and often not under conditions or time frames of your own choosing. The successful execution of these goals requires leaders 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 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

Each day we will focus on a particular set of leadership skills. Our goal will be to distinguish between effective and ineffective strategies. We will accomplish this by discussing key theoretical concepts, analyzing related cases, engaging in exercises, and completing team projects.

This course reflects a dual focus on practice and conceptual training. The course packet 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, sectors, and fields of interest to Wagner students 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.

The discussion sections of the course will be led by two accomplished teaching colleagues and will focus specifically on building project management skills and supporting each team. The teaching colleagues work directly with Prof. Kropf as partners in this course.

Preparing for Class

It is important that you complete the reading for each session in advance. You and your classmates will not benefit as much from the class session if you come unprepared. For weeks with a case, you will not be able to contribute to class discussion of the case if you have not read it in advance.

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 articles in your course packet 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?*
- *How does this matter for an organization?*
- *What are the implications for the kinds of challenges I 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 articles. They provide an opportunity for you to practice diagnosing the nature and causes of organizational performance and to practice thinking through the potential consequences of action strategies.

A class like this requires careful attention to fairness and mutual respect for one another. 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. 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.

Readings

1. The course packet containing required readings and cases is available for purchase at the Unique Copy Center, 252A Greene Street. The articles at Unique are also on reserve at Bobst Library.
2. The remaining required readings are available via links on the course Blackboard website.

Blackboard

You must have access to the class Blackboard site. Each of you should check it on Mondays (at least) each week. We will be posting announcements there that you need to read.

You can also go to your NYUHome Page (<http://home.nyu.edu>), then click *Academics* at the top. Click on "Managing Public Service Organizations (P11.1020004)". If you haven't created an NYUHome Page, you need to go to <https://start.nyu.edu> and follow the instructions.

We have been told that all students registered in the course have been added to the list of class Blackboard site users. If you don't see our course listed on your NYUHome Page, send an email to Prof. Kropf (roger.kropf@nyu.edu)

Many announcements, class related documents (extra readings, discussion questions, class handouts, etc.), and surveys/exercises will be posted on our class Blackboard site. You will need Adobe Acrobat Reader in order to view and print the materials on Blackboard. If you do not already have this (free) software installed on your computer, go to <http://www.adobe.com> and

follow the download instructions.

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 Blackboard.

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 NYUHome <https://home.nyu.edu>

Grading

Your grade for the course will be based on the following elements: (See more detail on each below.)

Graded Assignment	Date Due
15% Individual assignments and reflections (5% each)	
Spiral of Sustainable Excellence Memo (Session 3)	February 4
Team Role Reflection (Session 7)	March 2
Implicit Association/Stereotyping Reflection (Session 9)	March 25
30% Midterm Exam	March 11
55% Team project (interim deliverables and final paper)	
Team Charter 5% (Session 5)	February 16
Project Outline 5% (Session 7)	March 2
Progress Report 5% (Session 11)	March 30
Final team role reflection and peer evaluation 5%	May 6
Final paper 35%	May 6

Please do not seek extensions or exceptions to deadlines except in cases of emergency. We know that all of you have complicated schedules, but it is not fair for us to accommodate some complications but not others. **Grades for late assignments will be reduced by 10% for every 24-hour period past the deadline.** If something both urgent and important has come up that will interfere with your ability to hand in an assignment on time, be in touch with Prof. Kropf immediately.

Midterm Exam

The midterm exam will be a take-home given out on March 4 and due March 11. It will be an individual assignment and focus on the assigned readings in the course. No additional research will be required.

Team Project

A major component of this course is the team project. The emphasis of the team project should be on how managers think, communicate or act in regard to an issue. It is not necessary for you to make recommendations on how to resolve any problems you observe. You are not conducting an evaluation of the organization's efforts, but trying to learn from the experience of the organization and its managers. The objectives are to allow you to use the skills you are learning about how to work in teams and to explore an important management issue from a manager's point of view.

You will be assigned to teams of three or four students. Each team will focus on a specific topic covered by the course: strategy, performance measurement, structure, diversity, motivation and human resources, culture, ethics, or power and strategic influence. You will identify and read literature on this topic to identify important issues to discuss with managers. The team will develop a questionnaire that explore the organization's experience and the viewpoints of managers.

Your team will identify an organization to approach to obtain permission to interview at least two senior managers. The organization you select can be in any sector that provides public service (government, nonprofit, or private) and can be one you previously worked for, one you would like to work for, or simply one that interests you. Your team will be required to make the initial connection yourself to begin or continue building your professional relationships.

Your team will be working on this project throughout the semester. Your team periodically will be asked to provide information about your progress. The project includes the following steps:

Tasks And Time-Line

Weeks 1-6: Choose your topic and form your team. As a team, 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.

Read several articles or chapters on the chosen theme and begin to identify research or theory for the team's analysis. Begin writing down questions you want to ask the managers.

Explore opportunities for finding an organization to study.

Discuss members' expectations regarding teamwork, team decision making and leadership.

Develop agreement regarding team roles, ground rules, and protocols and submit in the form of a team charter by **February 16**. Email to Prof. Kropf and the TC you are working with.

Weeks 7: As a team, submit a project outline by **March 2**. Email to Prof. Kropf and TC. Include a draft set of questions you want to ask.

Week 8: Submit a revised team project outline, if required, by **March 9**. Email to Prof. Kropf and TC.

Week 9-11: Interview managers and other appropriate individuals, and collect other relevant information. Questionnaires must be reviewed and approved by Prof. Kropf and the TC you are working with. Consult with them before scheduling any interviews.

Submit a progress report by **March 30**. Email to Prof. Kropf and TC.

Submit a team paper by **May 6**. The paper should be no more than 10 pages double spaced, excluding references and an optional appendix (e.g., containing information from or about the organization or the research you found). Submit a paper copy to Prof. Kropf and email a copy to both Prof. Kropf and the TC.

Submit peer evaluations for each of your team members and a one-page self-reflection on the team process by **May 6**.

Do not be concerned if you initially lack a comprehensive grasp of this assignment. The team project is an iterative process requiring the integration of class material, topic readings, field interviews and group formation. The assignment will become clearer as the semester progresses and the various pieces fall into place.

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://wagner.nyu.edu/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 at:

<http://wagner.nyu.edu/current/policies/>. This is a good resource for issues of academic integrity, especially regarding writing. For this particular course, there are some specific behaviors required to meet our standards of academic integrity:

Team Project & Individual Assignments: Team projects should be completed by teams

working together. Individual written assignments should be the sole work of the individual student.

Exams: All exams must be the sole work of the individual student.

Violations of these standards will automatically result in all participating students failing the course and being remanded to the discipline committee for further action.

Course Outline and Session Schedule

[CP] = *Coursepack* [BB] = Blackboard

Session 1: January 21 *Developing A Public Service Mission*

Objectives

Learn how the definition of public service is changing
Understand the purpose and goals of different organizations

Read (before class)

1. Light, P. C. (2003). *In Search of Public Service*. [BB]
2. Oster, S.M., "The Mission of the Nonprofit Organization," Ch. 2, Sharon M. Oster, *Strategic Management for Nonprofit Organizations: Theory and Cases* (New York: Oxford University Press, 1995): 17-28. Available in the NYU e-library
<http://ezproxy.library.nyu.edu:6305/lib/nyulibrary/Doc?id=10087165>
2. Anya Kamenetz, "Cleaning Solution." *Fast Company* (September 2008), pp. 120-125. Full text at :
<http://www.fastcompany.com/magazine/128/cleaning-solution.html>

Session 2: January 28 *Team Formation, Process, and Decision Making*

Objectives

Understand the effects of team composition
Understand the effects of team process and communication

Read (before class)

1. Hill, L. A., & Farkas, M. T. (2001). A Note on Team Process. *Harvard Business School*, pp. 1-17. [CP]
2. Aranda, E. K., Aranda, L., & Conlon, K. (1998). Developing a Team Process. In *Teams:*

Structure, Process, Culture, and Politics, pp. 53-58. Upper Saddle River, NJ: Prentice Hall. [CP]

3. Whetten, D. A., & Cameron, K. S. (2005). Conducting Meetings. In *Developing Management Skills* (6th ed.), pp. 583-591. Upper Saddle River, NJ: Prentice Hall. [CP]

Session 3: February 4

Setting Strategy

Objectives

Learn the key features of an organizational strategy

Understand the impact of the institutional environment on organizations

Read (before class)

1. Light, P. C. (2004). The Spiral of Sustainable Excellence. *Nonprofit Quarterly, Winter*. <http://oldsite.nonprofitquarterly.org/section/639.html>
2. Bryson, J. M. (1988). A Strategic Planning Process for Public and Non-profit Organizations. *Long Range Planning, 21*, pp. 73-81. [BB].
3. Mark Hager, "A Governing Board Considers Closure: A Dramatic Narrative in Three Acts". [BB]

Optional: Moore, M. H. (2000). Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations. *Nonprofit and Voluntary Sector Quarterly, 29*, 183-204. [BB]

Optional: 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. <http://ezproxy.library.nyu.edu:6305/lib/nyulibrary/Doc?id=10091854>

Due (in class)

One-page single-spaced Spiral of Sustainable Excellence Memo addressed to Prof. Kropf applying one or two stages of development from the Light (2004) reading to an organization that you are familiar with (e.g., one that you have worked for, one that you would be interested in studying for your team project). Say what stage you believe the organization is in now and whether you believe that are trying to move into the next stage. Provide specific facts to support your conclusion. Comment on what obstacles they face in moving to the next phase or remaining in the one they are currently in. Memo writing guidelines can be found at the following URL: <http://wagner.nyu.edu/current/services/files/WritingMemos.pdf>

Session 4: February 11

Organizational Culture

Objectives

1. Develop strategies for creating an effective culture
2. Understand how culture provides an advantage for employee selection and retention

Read (before class)

1. Chatman, J. A., & Cha, S. E. (2003). Leading by Leveraging Culture. *California Management Review, Summer*, pp. 20-34. [BB]
2. Pfeffer, J. (2005). Putting People First: How Nonprofits that Value their Employees Reap the Benefits in Service Quality, Morale, and Funding. *Stanford Social Innovation Review, Spring*, pp. 27-33. [BB]
3. CASE: Stone M. (2000). Appalachian Mountain Club. *Electronic Hallway*, pp. 1-18. [BB]

In Class

CASE: *The Royal Treatment* (SAS) video

Bring to class a symbol or story from an organization that represents its culture.

Session 5: February 18 *Designing Organizational Structure*

Objectives

- Understand how structure can solve coordination problems
- Learn how to group organizational units

Read (before class)

1. Hodge, B. J., Anthony, W. P., & Gales, L. M. (2003). Structure and Design—Basic Organizational Building Blocks. In *Organizational Theory: A Strategic Approach* (6th ed.), pp. 30-46. Upper Saddle River, NJ: Prentice Hall. [CP]
2. Light, P. C. *Fact Sheet on the Continued Thickening of Government*. <http://www.brookings.edu/views/papers/light/20040723.htm>
3. CASE: Carroll, G., & Ho, K. (2003). American Heart Association: Reorganization of the Western States Affiliate. *Stanford Graduate School of Business*, pp. 1-19. [CP]

In Class

CASE: *American Heart Association* discussion

1. What is the Western State Affiliate's industry? Its mission and goals?
2. Why did Bowser change the structure of the organization?
3. What are the advantages and disadvantages of the old and new structures?
4. How well is the new structure aligned with the organization's goals?

Due Monday, February 16 at 9 a.m.

One-page(single spaced) project team charter (Email to Prof. Kropf and the TC you are working with.)

Session 6: February 25 *Power and Strategic Influence*

Objectives

Learn how to identify important political players and their sources of power
Develop strategies for influencing up and down the hierarchy

Read (before class)

1. Hill, Linda, "Power Dynamics in Organizations," Harvard Business School note, 1-14 (CP)
2. Cialdini, R. B. (2003). The Power of Persuasion. *Stanford Social Innovation Review, Summer*, pp. 18-27. [BB]
3. Case: Warrock, A., "Taking Charge: Rose Washington and the Spofford Juvenile Detention Center," Kennedy School of Government Case Program (Cambridge: Harvard University, 1989). [CP]

In Class

CASE: *Rose Washington*.

Session 7: March 4 *Social Entrepreneurship and Social Enterprise*

Objectives

Consider entrepreneurial activity with a social mission
Understand the tradeoffs in managing a corporate social enterprise

Read (before class)

1. Light, P. C. (2006). Reshaping Social Entrepreneurship. *Stanford Social Innovation Review, Fall*, pp. 47-51. [BB]
2. Dees, G. (2004). Putting Nonprofit Business Ventures in Perspective. In S. M. Oster, C. W. Massarsky, & S. L. Beinhacker (Eds.), *Generating and Sustaining Nonprofit Earned Income: A Guide to Successful Enterprise Strategies*, pp. 3-18. San Francisco, CA: Jossey-Bass. [BB]

MIDTERM EXAM DISTRIBUTED - DUE MARCH 11

Due (Monday, March 2 at 9 a.m.)

One-page (single spaced) team project outline (Email to Prof. Kropf and TC)
Team Role Reflection [BB/Assignments for instructions] (Email to Prof. Kropf and TC)

Session 8: March 11 *Understanding Yourself in Organizational Context*

Objectives

Understand how you see yourself and how others see you
Think about how your concept of self affects how you choose to lead and manage

Before Class - Take Myers-Briggs Assessment

1. Before class, take the self-administered Meyers-Briggs personality inventory available at <http://similarminds.com/myers-briggs-jung.html>. Select your gender. Click on next and complete the 53-item inventory.
2. **AFTER** taking the inventory, read the materials distributed on February 4. Bring them to class.

Before Class

Revised project outline if requested by **Monday, March 9** at 9 a.m.. (Email to Prof. Kropf and TC)

MIDTERM EXAM DUE MARCH 11

March 18 - No Class - Spring Break

Session 9: March 25 *Managing Diversity*

Objectives

Understand stereotyping and diversity-related issues
Develop strategies to address issues of diversity in organizations

Read (before class)

1. Ospina, S., & O'Sullivan, J. F. (2003). Working Together: Meeting the Challenges of

- Workforce Diversity. In S. W. Hays & R. C. Kearney (Eds.), *Public Personnel Administration: Problems and Prospects* (4th ed.), pp. 238-255. Upper Saddle River, NJ: Prentice Hall. [CP]
2. Thomas, D. A., & Ely, R. J. (1996). Making Differences Matter: A New Paradigm for Managing Diversity. *Harvard Business Review*, *Sept/Oct*, pp. 79-90. [BB]
 3. CASE: Varley, P., & Howitt, A. (1996). Ellen Schall and the Department of Juvenile Justice. *Kennedy School of Government*, pp. 1-16. [BB]

Optional: Kaley, A., Dobbin, F., & Kelly, E. (2006). Best Practices or Best Guesses? Assessing the Efficacy of Corporate Affirmative Action and Diversity Policies. *American Sociological Review*, 71(4), pp. 589-617. [BB]

In Class

Case discussion: Ellen Schall and the Department of Juvenile Justice

Due

Before class, complete one Implicit Association Exercise [BB/Assignments for link].
Implicit Association and Stereotyping reflection [BB/Assignments for instructions] (Email to Prof. Kropf and TC before class)

Session 10: April 1 *Motivating Performance in Organizations*

Objectives

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

Read (before class)

1. Bowditch, J. L. and Buono, A. F. (1997). Motivation in *A Primer on Organizational Behavior*, pp. 85-119. John Wiley & Sons. [CP]
2. Kerr, S. (1995). On the Folly of Rewarding A, while Hoping for B. *Academy of Management Executive*, 9, pp. 7-16. [BB]
3. Tannen, D. (1995). The Power of Talk. *Harvard Business Review*, *Sept/Oct*, pp. 138-148. [BB]
4. Quinn, R.E. and others, "The Evolution of Management Models," Becoming a Master Manager, (New York: Wiley and Sons, 2003): 1-28.
5. CASE: Barro, J. R., Bozic, K. J., & Zimmerman, A. M. G. (2003). Performance Pay for MGOA Physicians (A). *Harvard Business School*, pp. 1-12. [CP]

In Class

Performance Pay for MGOA Physicians case overview

Due (before class)

One-page (single spaced) team project progress report by **Monday, March 30** at 9 a.m.
(Email to Prof. Kropf and TC)

Session 11: April 8 *Measuring Organizational Performance*

Objectives

- Develop an understanding of the reasons for measuring performance
- Learn how performance measurement translates into effective resource allocation

Read (before class)

1. Behn, R. D. (2003). "Why Measure Performance? Different Purposes Require Different Measures". *Public Administration Review*, 63(5), pp. 586-606. [BB]
2. Colby, S., Stone, N., & Carttar, P. (2004). Zeroing in on Impact. *Stanford Social Innovation Review*, Fall, pp. 24-33. [BB]
3. Laura Silverstein & Erin J. Maher, "Evaluation Blues: How accountability requirements hurt small, innovative programs the most" *Stanford Social Innovation Review* (Winter 2008). Full-text available at:
http://www.ssireview.org/images/articles/2008WI_frontlines_silverstein_maher.pdf
4. CASE: Grossman, A., & Curran, D. (2004). *The Harlem Children's Zone: Driving Performance with Measurement and Evaluation*. Harvard Business School, pp. 1-29. [CP]

Optional: Lampkin, L. M., & Hatry, H. P. (2003). *Key Steps in Outcome Management*. In *Series on Outcome Management for Nonprofit Organizations*. Washington, DC: Urban Institute. [BB]

Session 12: April 15

Individual Decision Making in Organizational Context

Objectives

Demonstrate the sources of systematic decision-making biases
Understand the sources of and solutions for ethical dilemmas in organizations

Read (before class)

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. [CP] **Required: Introduction, Biases 1, 2, 3, 9, 11. Recommended: entire chapter.**
2. Terry L. Cooper, "Chapter One: Understanding Ethical Decision Making" in The Responsible Administrator : An Approach To Ethics for the Administrative Role, 4th ed. (San Francisco: Jossey-Bass, 1998), p. 1-30.
3. Katsioloudes, M. and J.M. Kendree, "An Organizational Model of Ethical Problem Recognition and Formulation," Business and Professional Ethics Journal, Winter, 1994, p. 81-93.
4. Marble, M. "Anna Foo's Dilemma: A Case Study of a Foundation Officer's Ethical Conflict," *Nonprofit Management and Leadership* (Winter, 1990): 181-186. (CP)

Session 13: April 22

Strategic Negotiation and Conflict Resolution

Objectives

1. Assess your skills at negotiating
2. Prepare you with the core principles of negotiation

Read (before class)

1. Susskind, L. E., & McKernan, S. (1999). The Evolution of Public Policy Dispute Resolution. *Journal of Architectural and Planning Research*, 16, pp. 96-115. [BB]
2. Neale, M. (2004). Are You Giving Away the Store? Strategies for Savvy Negotiation. *Stanford Social Innovation Review*, Winter, pp. 33-39. [BB]
3. Bazerman, M. H., Baron, J., & Shonk, K. (2001). Their Gain is Our Loss. In "You Can't Enlarge the Pie": *Six Barriers to Effective Government*, pp. 44-65. Cambridge, MA: Basic Books. [CP]
4. CASE: Electronic Hallway, Clarkson Airport [BB]

Session 14: April 29

Leading Change

Objectives

- Understand sources of resistance to change
- Provide strategies for championing and leading change

Read (before class)

1. Kotter, J. (2007). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review, January*, pp. 96-103. [BB]
2. Kegan, R., & Lahey, L. L. (2001). The Real Reason People Won't Change. *Harvard Business Review, November*, pp. 84-92. [BB]
3. CASE: DeLong, T. J., & Ager, D. L. (2004). Utah Symphony and Utah Opera: A Merger Proposal. *Harvard Business School*, pp. 1-17. [CP]

In Class

CASE: *Utah Symphony and Opera Merger* discussion

1. Would you vote for the merger?
2. What should Anne Ewars (CEO), Keith Lockhart (conductor), and the artists be concerned with?
3. What would you do with the artists? Make them all full time employees?
4. How would you minimize culture clash?
5. How would you advise Ewars and Lockhart in dealing with each other?

May 6 - Due by 6 pm

Final team paper

Peer evaluations

Self-reflection on the team process