

PPPA 6004 - Managing Public Organizations
Fall 2018
Syllabus

Professor: Janice Shack-Marquez
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Office Hours: By appointment only:
<https://janiceshackmarquez.youcanbook.me/> (by phone or in person)
Office: I don't have an office, so we'll schedule face-to-face meetings near the classroom or via Skype.
Phone: 703-216-6630

Class meeting: Tuesdays 6:10 pm – 8:00 pm
Monroe 350
FIRST CLASS MEETING WILL BE TUESDAY, AUGUST 28

Required text: There is no required text. All readings are available via Blackboard. Some case studies are available on Blackboard. Three case studies are only available for purchase through Harvard Business Publishing (HBP) using the coursepack link below. You will have to pay for these three cases.
COURSEPACK LINK: <https://hbsp.harvard.edu/import/552357>

Course Description

This course is designed to equip you with knowledge of the fundamentals of managing and leading public organizations to mobilize public resources to achieve important public objectives. We will go beyond conceptual frameworks of public management by delving into real cases to develop our own perspectives on how they should be addressed. The class is designed to prepare you to think, anticipate and act as transformational leaders and managers.

The course will include interactive discussion of actual public sector case studies. The discussion will be between all members of the class, not just each student individually with me. **Since every voice is essential, attendance is expected of all students for all sessions.** As a group, we benefit from the presence of practitioners as students.

Student Learning Objectives

The two key learning outcomes for the course are to:

1. Develop an understanding of the challenges of leading and managing in the public sector and
2. Develop a problem-solving orientation that employs critical thinking, analysis and synthesis.

By the end of the course, you will have honed your ability to:

1. Identify and clearly define a management and/or leadership problem/issue;
2. Analyze and question evidence in a rigorous manner;
3. Organize evidence to support arguments and recommendations; and
4. Present concise and clear recommendations and effectively defend your positions.

Grading

Your grade will be based on the following:

Category	Grade Weight	Notes
Class participation	15%	
Class participation self-evaluation	0%	The self-evaluation is not graded. However, you will lose class participation points if you fail to submit your self-evaluation.
Twelve weekly one-page writing assignments	60%	5 percent each
Leadership Profile	15%	
Final paper	10%	

If you focus on preparing for class and learning, the grades will follow. You will have opportunities during this course to receive feedback from me and from your classmates on your performance. This class will give you an opportunity to objectively assess your own performance as well. This course is not about memorization. It is about thinking on your feet and listening to your colleagues, just as it is in the workplace.

ASSIGNMENTS

I. Class Participation

The course, particularly the cases, will involve interactive discussion. The weighting of the grade reflects the importance of student participation. There are two components to participation: quality and quantity. The quality of comments will be judged by relevance, clarity of thought and insight. As far as quantity, as a rule of thumb, I would expect to see your hand raised many times in each class and you should participate substantively at least once each class. If you feel you are having difficulty doing so, please let me know. You will receive feedback about halfway through the semester. There is absolutely no substitute for class participation. Under no circumstances will extra credit be offered. No communication in any form outside of class discussion time counts in any way as class participation. You will find a rubric for class participation by clicking on the “Rubric” button on the Blackboard site.

Because of the discussion structure of this course, it is essential that all students be prepared for each class. If you are unable to prepare, please let me know before class.

Attendance: Given the importance of class participation, attendance is essential. If work or other obligations prevent you from attending class, please let me know ahead of time if possible.

There is no “make up” work if you miss a class. You should prepare the material and get notes from a classmate. Missing more than one class will inevitably have a negative effect on your class participation grade. The extent of this negative effect will depend on your participation in the sessions for which you are present.

II. Weekly Writing Assignments

At 9:00 a.m. before most class meetings each student will submit via Blackboard a one-page-long response to the reading(s) (Click on “Assignments” on Blackboard). You may respond to one or all of the readings and/or videos in a given week. Your paper can include a brief summary of the reading (no more than one paragraph), but should consist mostly of a thoughtful, critical reflection on some aspect or aspects of the text. Focus on something noteworthy, surprising, or perplexing, and discuss that in detail, citing and analyzing relevant passages where appropriate. A “reflection” is not simply a personal opinion (“I like it”): while it is an opinion (your personal take on the matter), that opinion has to be reasoned and substantiated (“I like it because it seems to help me understanding this”). Also, “critical” does not mean negative critique necessary: it can be negative (“This argument fails because...”), but a good critique is often positive (praising a good argument, for example, while explaining its virtues and potential).

You will be graded on your insightfulness, clarity and grasp of the text as well as your ability to connect the reading to your own experience. To receive full credit, your paper should be free of both factual and grammatical errors. Make sure you proofread. The reading responses will be graded according to a rubric that can be found on Blackboard under “Rubrics”.

All assignments should be in Microsoft Word. No PDFs.

Grades are lowered for late assignments.

No assignments will be accepted late without prior approval.

III. Leadership Profile

Manager/Leader Profile: As early as possible in the semester, identify a manager or leader you admire and want to learn more about (note that you can pick a manager/leader from any sector).

- **Leadership Profile due Sunday, November 18 at 11:59 p.m. Submit through Blackboard.**

Through first-person interviews, recall and secondary sources (such as media interviews and biographies), you will conduct an analysis of this leader focusing on strengths, weaknesses, opportunities for growth and barriers to their success. *(I find that students do their best work on this assignment when they do a first-person interview. It is a great opportunity to do an informational interview and/or get to know a leader you admire. See Denise Rieberman in Career Services if you are searching for a leader.)* You should then carefully consider what you have learned about this leader that informs your own personal goals as a leader. How will you apply those lessons to yourself and identify a specific goal that you will work to achieve over the next year.

Make sure your goals are SMART (specific, measureable, attainable, relevant, time bound). For example, you may find that the leader you profiled is an excellent communicator and you think you need to work on public speaking. Examples of goals that address this:

Weak goal: Read a book on communication

SMART goal: Read Get Organized for Success over the Thanksgiving Break
SMART and very ambitious goal: Take a public speaking course over the summer

If you are struggling to choose which area to work on, think about your weaknesses and select one that is (1) important to you, (2) important to your leadership development and (3) important to your industry.

Make sure your SMART goals are leadership oriented. An example of a goal that is NOT leadership oriented would be to learn a language because it is necessary to advance in your field.

As you identify your personal goal, consider why your plan may or may not work. *Opportunities* represent the resources to which you have access and *threats* represent barriers you will face. Consider personal (e.g., personality, needs, motivations and skills) and environmental/situational factors. What can be done to overcome the threats and/or use your opportunities to address those threats as you work toward your goal?

Important points to keep in mind for this assignment:

- Cover page and references/appendix do not count towards page limit
- Length no more than five double-spaced pages
- Brevity on biographical details (one page or less recommended)
- Describe formative experiences and how they shaped the manager/leader
- Describe challenges faced by the manager and lessons learned
- How are the lessons from this manager/leader profile relevant to you and how might you use these lessons?

Please make an appointment with me if you have concerns about selecting a leader to profile, selecting a personal goal for yourself or any other aspect of this assignment.

IV. Final Paper

- **Final paper is due Friday, December 14 at 11:59 pm. Submit through Blackboard.**

You are applying for a position as a manager or a leader. **What kind of manager or leader are you? Please prepare a one-two minute response to this question.** Your response should be in the present tense and should reflect an authentic version of the kind of manager and/or leader you have become. In other words: “I am the kind of manager who does this and that.” Your assignment should NOT be in the future tense.

Your presentation can be in one of three formats:

- One, double-spaced page. As a rule of thumb, one page of double-spaced, 12-point text will take slightly less than two minutes to read at a reasonable pace, meaning that your paper should be no more than one double-spaced page.
- An audio file that is no more than two minutes long.
- A video file that is no more than two minutes long.

I will be reading/listening/watching for content so there is no point differential for one format versus another. Please select the format with which you are most comfortable.

The rubric associated with this assignment will be used for grading.

Class Schedule

Please note that I may, at my discretion, change course content and requirements to advance the goal of improving student learning outcomes.

Week 1: Course introduction and overview	
Reading	<ul style="list-style-type: none">No Reading
Assignment	No writing assignment for week 1.
Week 2: Management and Leadership: Is there a Difference?	
Reading	<ul style="list-style-type: none">John Kotter, "What Leaders Really Do," <u>Harvard Business Review</u>, December 2001.
Assignment	Week 2 writing assignment: submit through Blackboard by 9:00 am the day of class. The writing assignment should include your response to the article on the Week 2 reading list.
Week 3: Managing Yourself	
Reading	<ul style="list-style-type: none">Daniel Goleman, "Leadership that Gets Results," <u>Harvard Business Review</u>, March-April 2000.Peter Drucker, "Managing Oneself," <u>Harvard Business Review</u>, January 2005. <p>If you want to learn more:</p> <ul style="list-style-type: none">Daniel Goleman, Robert Boyatzkis and Annie McKee, <i>Primal Leadership: Unleashing the Power of Emotional Intelligence</i>, Harvard Business Review Press, 2013.
Case	<ul style="list-style-type: none">"Leadership Styles," Harvard Business School Case ESMT-413-0140-8.
Assignment	Week 3 writing assignment: submit through Blackboard by 9:00 am the day of class. The writing assignment can include responses to one or both of the articles on the Week 3 reading list. Students should also come to class prepared to discuss "Leadership Styles."

Week 4: Managing others: What Do Managers Do?	
Reading	<ul style="list-style-type: none"> Marcus Buckingham, “What Great Managers Do,” <u>Harvard Business Review</u>, March 2005.
Case	<ul style="list-style-type: none"> “Barbara Norris: Leading Change in the General Surgery Unit,” Harvard Business School Case 409-090,
Assignment	Week 4 writing assignment: submit through Blackboard by 9:00 am the day of class. The writing assignment can include responses to two or more of the articles on the Week 4 reading list. Students should also come to class prepared to discuss the Barbara Norris case.
Week 5: Managing Others: Motivation	
Reading	<ul style="list-style-type: none"> Nohria, “Employee Motivation: A Powerful New Model” Daniel Pink, “The Puzzle of Motivation” http://www.ted.com/talks/dan_pink_on_motivation
Assignment	Week 5 writing assignment: submit through Blackboard by 9:00 am the day of class. The writing assignment can include responses to the article and/or the video on the Week 5 reading list.
Week 6: Conversational Competence	
Reading	<ul style="list-style-type: none"> Boris Groysberg and Michael Slind, “Leadership is a Conversation,” <u>Harvard Business Review</u>, June 2012. William Ury, “The Power of Listening,” TED talk, https://www.youtube.com/watch?v=saXfavo1OQo Celeste Headlee, “10 Ways to Have a Better Conversation,” TED talk, http://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation
Assignment	Week 6 writing assignment: submit through Blackboard by 9:00 am the day of class. The writing assignment can include responses to the article and/or the video on the Week 6 reading list.

Week 7: Feedback	
Reading	<ul style="list-style-type: none"> • Douglas Stone and Sheila Heen, “Thanks for the Feedback,” <u>Rotman Management</u>, Spring 2014. • Linda Hill and Kent Lineback, “Are You a Good Boss – Or a Great One?” <u>Harvard Business Review</u>, January 2001.
Assignment	<p>Week 7 assignments:</p> <ul style="list-style-type: none"> • Submit through Blackboard by 9:00 am the day of class: <ul style="list-style-type: none"> ○ Your completed participation self-assessment. ○ The writing assignment can include responses to one or both articles on the Week 7 reading list.
Week 8: Managing Up and Followership	
Reading	<ul style="list-style-type: none"> • John Gabarro and John P. Kotter, “Managing Your Boss,” <u>Harvard Business Review</u>, January 2005. • Ira Chaleff, <u>The Courageous Follower</u>, Berrett Koehler Publishers, 2009, pages 1-55.
Case	Adrian Wolfberg and Nancy Dixon, “Speaking Truth to Power,” <u>Reflections</u> , vol 10, no. 4.
Assignment	<p>Week 8 assignment: submit through Blackboard by 9:00 am the day of class. The writing assignment can include responses to one or both articles on the Week 8 reading list.</p> <p>Students should come to class prepared to discuss the case “Speaking Truth to Power.”</p>
Week 9: Managing the Organization	
Reading	<ul style="list-style-type: none"> • Daniel Goleman, “Primal Leadership: The Hidden Driver of Great Performance,” <u>Harvard Business Review</u>, December 2001.
Case	<ul style="list-style-type: none"> • “Michelle Rhee and the Washington DC Public Schools,” Harvard Kennedy School Case 1957.0.
Assignment	<p>Week 9 assignment: submit through Blackboard by 9:00 am the day of class. The writing assignment should include responses to the article on the Week 9 reading list.</p> <p>Students should come to class prepared to discuss the Michelle Rhee case.</p>

Week 10: Organizational Culture	
Reading	<ul style="list-style-type: none"> Francesca Gino and Bradley Staats, “Why Organizations Don’t Learn,” <u>Harvard Business Review</u>, November 2015.
Assignment	Week 10 writing assignment: submit through Blackboard by 9:00 am the day of class. The writing assignment should include response to the article on the Week 10 reading list.
Week 11: Managing Change	
Reading	<ul style="list-style-type: none"> Rosabeth Moss Kanter, “Leadership for Change: New Challenges and Enduring Skills,” <u>Evolve, Succeeding in the Digital Culture of Tomorrow</u>, Harvard Business School Press, 2001. John Kotter, “Leading Change: Why Transformation Efforts Fail,” <u>Harvard Business Review</u>, January 2007.
Assignment	Week 11 writing assignment: submit through Blackboard by 9:00 am the day of class. The writing assignment can include responses to one or both of the articles on the Week 11 reading list.
Week 12: Principled management in the public sector	
Reading	<ul style="list-style-type: none"> Mahzarin Banaji, et.al., “How (Un)Ethical Are You?” <u>Harvard Business Review</u>, December 2003. Frank Dobbin et. al., “Diversity Management in Corporate America,” <u>Contexts</u>, vol. 6, no. 4. Take any one of the tests found at Project Implicit: https://implicit.harvard.edu/implicit/takeatest.html
Case	<ul style="list-style-type: none"> How Hard Should You Push for Diversity?
Assignment	Week 12 writing assignment 4: submit through Blackboard by 9:00 am the day of class. The writing assignment can include responses to one or both of the articles on the Week 12 reading list. It should also include your reaction to the test you took at Project Implicit.

Week 13: Managing in the Public Interest: When, how and why?	
Reading	<ul style="list-style-type: none"> John Bryson, et.al., “Designing Public Participation Processes,” <u>Public Administration Review</u>, Jan/Feb 2013.
Case	<ul style="list-style-type: none"> South Park A
Assignment	Week 13 writing assignment 4: submit through Blackboard by 9:00 am the day of class. The writing assignment can include responses to one or both of the articles on the Week 13 reading list.
Week 14: Managing in the Public Interest: Who?	
Reading	<ul style="list-style-type: none"> John Bryson, “What to do When Stakeholders Matter,” <u>Public Management Review</u>, 2004. John Clayton Thomas and Theodore H. Poister, “Thinking About Stakeholders of Public Agencies: The Georgia Department of Transportation Stakeholder Audit,” <u>Public Organization Review</u>, 2009.
Case	<ul style="list-style-type: none"> South Park B
Assignment	No writing assignment for this week. Work on your final paper.

CIVILITY IN THE CLASSROOM

Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this

process. At the same time, higher education works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because civility permits intellectual exploration and growth.

RELIGIOUS HOLIDAYS

Students should notify me during the first week of the semester of their intention to be absent from class on their day(s) of religious observance. I will work with those students to make up necessary work.

OUT-OF-CLASS LEARNING

Average minimum amount of independent, out-of-class, learning expected per week: In a 15 week semester, including exam week, students are expected to spend a minimum of 100 minutes of out-of-class work for every 50 minutes of direct instruction, for a minimum total of 2.5 hours a week. This three-credit course includes 2.5 hours of direct instruction and a minimum of five hours of independent learning for a total of 7.5 hours per week.

ACADEMIC INTEGRITY

Students in this class must comply with the GW Code of Academic Integrity. It states: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." For the remainder of the code, see:

<http://www.gwu.edu/~ntegrity/code.html>

SUPPORT FOR STUDENTS OUTSIDE THE CLASSROOM

DISABILITY SUPPORT SERVICES (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <http://gwired.gwu.edu/dss/>

UNIVERSITY COUNSELING CENTER (UCC) 202-994-5300

The University Counseling Center (UCC) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include:

- crisis and emergency mental health consultations
- confidential assessment, counseling services (individual and small group), and referrals

<http://counselingcenter.gwu.edu/>

SECURITY

In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.