

PPPA 6004: Managing Public Organizations

Semester: Fall 2018

CRN: 26091, 22732

Location: 1776 G Street, C-112 (12:45 – 2:35.), Phillips Hall 348 (6:10-8:00 p.m.)

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Office Hours: By appointment <https://jasminejohnson.youcanbook.me/>
(appointments by phone or in person)

Course Description (from bulletin):

PPPA 6004. Leadership in Public Administration and Public Policy. 3 Credits.

Organizational dynamics, management approaches, and workplace relationships that affect behavior in public organizations. Prerequisite: PPPA 6001.

Focus of Course:

While technical knowledge and skills are a necessary foundation for success in one's chosen *occupation*, it is increasingly apparent that understanding the behavior of people in organizations, as well as developing a self awareness about your own managerial and leadership effectiveness are the pivotal factors to success over your *career*. The purpose of this course is to help you understand how people and organizations function, based on the latest social science research on work, workers, and organizations.

The theme of using evidence in decisions and organizational diagnoses is based on the realities that despite the vast scientific evidence we have accumulated contemporary managers are heavily swayed by habit, fads, convention and unrealistic levels of confidence (March, 2010; Pfeffer & Sutton, 2006). This course helps students learn an approach to management and leadership which incorporates the utilization of social science evidence alongside stakeholder input, personal expertise and judgment based on organization specific information.

Learning Objectives:

By the end of the course, you will have honed the following skills:

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;
4. Make decisions with imperfect/incomplete data within a clearly defined timeframe;
5. Present concise and clear recommendations and effectively defend your positions;

Connections Across Courses:

Be advised that you may have been exposed to similar concepts across your MPA curriculum. There is utility to revisiting some of these topics, particularly as you approach the end of your program of study, and have gleaned new perspectives along the way.

Course Format:

Scientific evidence strongly supports the effectiveness of active student participation in learning activities (Ambrose et al., 2010; Armstrong, 2010; Tough, 1971) and this course is consequently discussion based. The quality of our class discussions will depend on how well prepared you are and how willing you are to share the results of that preparation with the class. Remember that you (your unique insights and thoughts) are a source of learning to the rest of the class.

During this class, expect your beliefs to be challenged. You will be exposed to social science research that may conflict with your current beliefs or the ways that work is currently being done in the organization you work for (Armstrong, 2010; Batson, 1975). During discussions my job is to co-lead (with the class) discussions on a particular topic. Your job is to actively question your own beliefs (and others' including the instructor's), critically appraise evidence uncovered during class, ask yourself under what conditions you might use this information, and if not why not.

You are expected to have read the assigned material prior to each class. We may not discuss all of the readings explicitly in each class. Instead, we want to enhance and build on (not repeat) what you have read. Be prepared to answer questions regarding the readings and more importantly to ask them. You are not expected to have all the right answers in every class, nor are you expected to dominate every in-class discussion. You are, however, required to be prepared and contribute regularly to our class discussions.

While doing each reading you should continually ask yourself the following two questions:

- (a) Do I understand the theory and/or principles of this material?

Note: There is an Ask the Professor Discussion board on Blackboard where questions about readings can be asked

- (b) So what? What are its implications? How would I apply this as a manager?

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.

A note about your Professor

I am passionate about this course and truly believe that the skills learned and practiced here, when applied in your future careers, will help you succeed. **Being successful as a leader or manager is not achieved by chance, inherent ability, or hiring the perfect staff.** Together I will help you learn how to practice your skills, take informed risks, search for evidence, evaluate your decisions, commit to ongoing personal development, focus on the best in people, and allow yourself to fail and learn from your mistakes – you will be amazed at what you will achieve and the people you will assist along the way.

Time Devoted to Course:

The university has adopted a policy on contact time and independent work time required for each credit-hour earned. The policy requires me to advise you how the time will be allocated for this course. Over 14 weeks, students will spend 1 hour and 50 minutes (110 minutes) per week in class. Required readings, letter to the editor, and the service learning client project are expected to take up, on average, 8 hours (480 minutes) per week. Over the course of the semester, students will spend 25.67 hours in instructional time and 112 hours preparing for class, for a total of 137.67 hours.

Basic Needs Statement:

Any student who faces challenges affording groceries or accessing sufficient food to eat, and who lacks a safe and stable place to live, and believes this may affect their performance in class is encouraged to contact the Dean of Student Affairs for support. Furthermore, please contact your Professor if you feel comfortable doing so. This will enable me to provide resources I may know about. Other resources you may find helpful.

- Food Pantry on Campus - students.gwu.edu/store
- Foggy Bottom Food Pantry - sites.google.com/site/neighborsprojecthhp/the-foggy-bottom-food-pantry
- Emergency Funding - financialaid.gwu.edu/emergency-funding
- Mental Health Counseling - healthcenter.gwu.edu/mental-health

Grading:

Grades will be based on the following standard percentages.

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-

Grade Distribution:

<i>Assignment</i>	<i>% of Grade</i>	<i>Week of Due Date</i>
Discussion Co-Lead	7.5%	Dependent on when you sign up
Reading Quizzes	12.5%	Must complete 4 of 6
Midterm Paper/Exam 1	25%	October 7 th , 5 p.m.
Developing your Leadership Profile	25%	September 24 th , before class
Final Paper/ Exam 2	30%	December 11 th and 12 th (role play) December 12 th (public participation)

*****Note, I teach this class across two sections and will need at least 2 weeks to grade the assignments*****

General Assignment Instructions

Format

1. All assignments should be in Microsoft Word, no pdfs.
2. Many assignments are designed to help you build the skills needed in various careers. Each assignment will have a rubric (see Rubric button on blackboard). Although you may find the uncertainty of some assignments challenging working through the uncertainty and being creative is part of the learning process.

3. For in text citations please cite both readings from in class and any external readings you use. Use the following format for in text citations (Author name, YEAR). However, a reference list/bibliography is only needed for those readings we have not covered in class.

Turning in Assignments

1. All assignments and exams should be uploaded to blackboard (Turn in Assignments Here button) by the time indicated in the syllabus. Please allow plenty of time to upload your assignments to blackboard. Grades are lowered for late assignments. Please see course policies at the end of the syllabus.

2. I will only e-mail those students whose assignments or exams I do not receive via blackboard. If I haven't e-mailed you within 24 hours assume I received your assignment.

Assignments

I. Discussion Co-Leader

General Instructions: Once during the semester you will be the discussion co-leader for one of the readings assigned that day.. In class you will co-lead the discussion with your professor, who will interject when necessary to stimulate discussion with the class.

Oral Discussion Requirements:

1. The professor will begin to stimulate discussion in class by asking the discussion co-lead an open ended question. A class discussion will ensue and the professor will likely come back to the discussion co-lead to continue conversation.

2. Do not spend time summarizing the articles. Assume your classmates have read it.

3. Be prepared for the professor to interject and ask your thoughts on different aspects of the article (*hint – if you read the article and don't understand it come to office hours*).

Typical Questions

1. *I don't understand the reading.*

Answer: That is exactly why your Professor is here. Come to office hours or schedule an appointment to meet with your Professor. Additionally, there is a discussion board on blackboard called **Ask your professor**. Here you can post your questions and crowd source information from your Professor and other students to help you get through the reading.

2. *How much time do I need to spend summarizing the reading during the oral presentation?*

Answer: Very little

II. Reading Quizzes

General Instructions: Throughout the semester students will take reading quizzes in class on random days that are open book and open note. Quizzes are not multiple choices or fill in the blank. Quizzes will ask you to apply what you've read as opposed to regurgitate what you've read.

Assignment Requirements: Quizzes will be given at the beginning of class for 15 minutes. If you are late I will not extend the time for a quiz.

III. Developing Your Leadership Profile

General Instructions: Students will identify a leader they know (or know of – see question 1) in their field. Through secondary sources (such as media interviews, biographies), first person interviews, or recall, students will conduct a SWOT analysis of this leader along various leadership dimensions (*I find that students do their best work on this assignment when they do a first person interview. It's a great opportunity to do an informational interview and/or get to know a leader you admire better. See Denise Riebman in Career Services if you are searching for a leader*).

1. Students will first analyze their professional lives through some sort of analysis. I prefer a SWOT analysis but if you know of another method please do so.
2. Students will conduct a SWOT analysis of the professional lives of a leader they admire.
3. Students will create a SMART leadership goal that they want to achieve over the next year.
4. Students will write a two page single spaced narrative around the pursuit of SMART *leadership goal(s)* while also referencing the SWOT analyses they completed

Assignment Requirements:

1. The SWOT analyses in the assignment you submit does not count as part of your 2 pages.
2. Write a narrative that is a maximum of 2 pages. This narrative should not repeat each bullet in the graphical SWOT analyses. Instead, write a narrative about your SMART goals, how you chose these goals and your process of working towards developing your leadership identity over the next calendar year.

A. The narrative should This also means that you cannot choose to improve 7 leadership dimensions unless you truly have time to develop goals along these 7 items.

B. Make sure your goals are SMART (specific, measurable, attainable, relevant, time bound). For example, you might find that a leader you know is an excellent communicator and you think you need to work on public speaking. Here is an example of a weak goal versus a SMART goal.

Weak: Read a book on communication

Stronger: Read, Get Organized for Success over Thanksgiving Break.

C. Make sure your SMART goals are leadership oriented. Here is an example of a non-leadership oriented goal.

Example: Learn a language because this is necessary to advance in my field.

By the end of the leadership class you should know why this isn't a leadership oriented goal.

D. Finally, use a form of evidence to support your choice of particular SMART goals and why Improvement in this area will be necessary for your development as a leader in your particular career.

Typical Questions

1. *Do I have to interview a leader?*

Answer: Interviews are not necessary if you have worked extensively with or for this leader. Use your own judgment. Only you will know if you have enough information to do the assignment completely.

2. *What information do I use to conduct the SWOT analysis on myself?*

Answer: Examples of information could include:

- 1) Myers-Brigg assessments
- 2) commentary on a recent performance review
- 3) a resume
- 4) other information that offers you insight into your strengths and weaknesses
- 5) feedback from peers or faculty feedback from class presentations

3. *I've heard of a SWOT analysis but never done one.*

Answer: Great! This will come up throughout your career. SWOT analyses are tools that are fairly easy to learn and can be appropriated to a lot of activities.

4. *I don't have a performance review or other assessments to know what my strengths or weaknesses might be.*

Answer: On blackboard is an 'assessment' you can send out to former co-workers, classmates that you've been on teams with, individuals you volunteered with, etc. Students will often use portions of this assessment as its rather long. Feel free to have your peers/colleagues send the assessment to me if you'd like it to be confidential. Using this particular assessment is not required, feel free to use any assessment you are comfortable with.

5. *I don't know how to begin choosing which areas I will work on*

Answer: First, you do not have to focus on your weaknesses. There is an approach on focusing on enhancing your strengths even more. Alternative, one way to develop your weaknesses is to look at your weaknesses box and categorize each weakness according to three criteria 1) importance to you 2) importance to your leadership development and 3) importance to your industry. Whichever weaknesses satisfy all three criteria put these at the top of your list.

6. *Do I really need to do this assignment to cultivate my own leadership? I know a lot of great leaders and can just mimic their practices?*

Answer: Since this class is based on social science research you should know that leadership training without self-awareness is ineffective. For a short succinct reading on this please see <http://www.forbes.com/sites/erikaandersen/2013/06/21/why-leadership-training-doesnt-work/>. For a longer more in depth article see Klimoski and Amost, "Practicing Evidence Based Education in Leadership Development." *Academy of Management Learning & Education*, 2012, Vol. 11 (4).

IV. Midterm & Final Paper/Exams

General Instructions: In both exams students will be faced with developing a response to an organizational problem. In each scenario students will assume the role of an employee or manager within an organization.

Your task is to persuade your superior to adopt your ideas, which are based on evidence. However, your superior has not taken a graduate course and has never heard of using evidence to make managerial decisions. Therefore, clarity and avoiding jargon are extremely important.

Specific Instructions

Midterm:

For the midterm exam, students will be e-mailed the exam five minutes before the beginning of your class time. Students will write 2 pages single spaced (maximum) in response to the exam question provided and upload their exam to blackboard. The exam will be due Sunday, October 7th at 5 p.m..

Final:

For the final exam, students will be emailed the exam on December 3rd. Students can choose their final exam option.

Option A: Engage in a 1-3 minute role play with the Professor (as the supervisor) on Tuesday and Wednesday, December 11th and 12th (sign up sheets for individual appointments will be passed around in class).

Option B: Students can attend a public participation event and write a recommendation to the person directing that about how to improve the experience

Option C: Students can have a surprise question asked during a role play and automatically receive 5 extra points added to their grade.

Typical Questions:

1. I work and cannot dedicate multiple days to an exam question.

Answer: Just because the exam has a multiple day time span does not mean that you should spend multiple days writing it. In fact, you could likely spend your normal class time sketching a rough draft of your answer to the question and then spend some time away from it, thinking about your decision, the evidence you've learned and your justification of the specific choice you are trying to convince your supervisor to make.

Furthermore, the exams are also a professional development opportunity, stimulating decision making in a real world environment. Often, as a manager, you will often be tasked with making decisions in addition to your daily tasks. Use this as an opportunity to practice making decisions with evidence in a time restricted environment.

2. I'm not sure I understand the question.

Answer: E-mail or call your professor immediately. At that point we can engage in quick clarifying points.

3. I've never answered a situational question before. How can I prepare?

Answer: Students will have several opportunities throughout the semester to answer case questions – individually and in small groups during class, both as individuals and in small groups. Use this class time wisely and receive feedback from the instructor. Additionally, on blackboard there is a guide to help you structure your thoughts while analyzing a case “Building an EB (Evidence Based) Argument”. Finally, students will be given the opportunity to complete a practice case exam in early October.

4. Is the final exam cumulative?

Answer: Not explicitly but you should use all the resources and information you've acquired to create the best response.

Week of	Topic	Readings	Assignm
August 27	<i>Introduction to Class</i>	<i>None – Happy First Week of Class</i>	
September 3	<i>Evidence 101</i>	<ol style="list-style-type: none"> 1. Briner, et. Al. “Evidence Based Management Concept Cleanup Time” 2. Rosseau and Barends. “Becoming an Evidence Based HR Manager” 3. Governing. “The Perils of Evidence Based Management” 4. <i>CASE: Motivating Yourself and Others</i> 	
September 10	<i>Organizational Change</i>	<ol style="list-style-type: none"> 1. Wolfberg and Dixon. “Speaking Truth to Power.” 2. Kee and Newcomer, “Transforming Public and Nonprofit Organizations.” Chapters 3 and 4 	
September 17	<i>Leadership</i>	<ol style="list-style-type: none"> 1. Denhardt, “Leadership in Public Organizations” (SKIM) 2. Drucker. “Managing Oneself” 3. Goleman. “What Makes a Leader” 4. Case: Radin. “Qualified to Learn the Job: Donna Shalala” 	
September 24	<i>Motivating and Retaining Highly Satisfied, Productive Employees</i>	<ol style="list-style-type: none"> 1. Latham. “Motivate Employee Performance through Goal Setting” 2. Judge. “Promote Job Satisfaction through Mental Challenge” 3. Saks. “Antecedents and Consequences of Employee Engagement” 	<i>Cultivati – U Beg</i>

		<p>4.Paarlberg and Lavigna. “Transformational Leadership and Public Service Motivation: Driving Individual and Organizational Performance”</p> <p>5. <i>Case: Managing Human Behavior</i></p>	
October 1	<i>Measuring and Incentivizing Performance</i>	<p>1.Rynes, Gerhart and Minette. “The Importance of Pay in Employee Motivation: Discrepancies between What People Say and What They Do.”</p> <p>2.Pearce. “OB: Real Research for Real Managers, Part I, II and III” (SKIM)</p> <p>3.Luthans and Stajkovic. “Provide Recognition for Performance Improvement”</p> <p>4. Yoder. “Why top Federal Employees Leave: It’s not just the Money”</p>	<i>Bring to review emp com emp sear</i>
		MIDTERM EXAM BLACKBOARD	<i>Midterm</i>
		Managing In, Up and Outside	
October 8 (Wednesday class only)	<i>Decision Making and Teams</i>	<p>1.Kahnamen et. al. “Before you Make that Big Decision.”</p> <p>2.Chet Miller, C. and R. Duane Ireland “Intuition in Strategic Decision Making: Friend or Foe in the Fast-Paced 21st Century”</p> <p>3.Listen to Dr. Jennifer Brinkerhoff’s power point on Teams.</p>	

		4. <i>Case: Maine's Medicaid Mistakes</i>	
October 15	Managing Diversity: <i>When, How and Why?</i>	<p>1. Choi and Rainey. "Managing Diversity in Federal Agencies."</p> <p>2. Dobbin, et. al., "Diversity Management in Corporate America."</p> <p>3. Bezrukova, et. al., "Reviewing Diversity Training."</p> <p>4. <i>Case: "How Hard Should you Push Diversity"</i> http://blogs.hbr.org/2012/09/case-study-how-hard-should-you-push-diversity/</p>	
October 22	Managing Diversity Outcomes	<p>1. Wilkins and Williams. "Black or Blue: Racial Profiling and Representative Bureaucracy."</p> <p>2. Thielemann et. al. "A Demand Side Perspective on the Importance of Representative Bureacracy: AIDS, ethnicity, gender and sexual orientation"</p>	
October 29	Finding Evidence <i>(Class will be in GWU Library – TBD)</i>	<i>Case: Reread case from last week</i>	
November 5	Managing in the Public Interest: <i>When, How and Why?</i>	<p>1. Franklin and Ebdon. "Are we All Touching the Same Camel?"</p> <p>2. Bryson et. al., "Designing Participation Processes"</p> <p>3. <i>Case: Elusive Community in South Park A</i></p>	

November 12	Managing in the Public Interest: <i>Who?</i>	1. Bryson, "What to do when Stakeholders Matter" 2. Thomas, John C. "Thinking about Stakeholders of Public Agencies" 3. <i>Case: Elusive Community in South Park B</i>	
November 19		No Class the Week of the 19 th - Thanksgiving	
November 26		Final Exam Review Practice Live Case	
December 3		Final Exam Questions E-mailed	

Course Policies: Grades

Late Work Policy: There are no make-ups for any exams. Assignments turned in late will be assessed a penalty: a full letter grade for anything late, even 30 minutes. Students will not receive credit for any assignments turned in after 24 hours.

Extra Credit Policy: There is no extra credit.

Rewrite Policy: No assignments or exams are eligible for rewrites.

Grade Dispute: If students have questions about an assignment or exam grade, they must write a detailed e-mail to the Professor with concerns. The Professor has 1 week to respond and will annotate a student's assignment or exam. If questions remain after that the student and Professor will meet in person.

Returned Assignments and Exams: I teach this class to over 50 students. Please be patient as it takes approximately 2 weeks to grade across both classes.

Course Policies: Technology and Media

Email: I will respond to all e-mails within 72 hours.

Blackboard: This course exclusively relies on blackboard for all assignment uploads, grading, readings and other classroom information. Please expect to log onto blackboard at least once a week.

Laptop and Cellphone Usage: If you use a laptop during class to take notes, please only take notes. However, you may want to read the emerging evidence about taking notes on laptops https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop?utm_source=Socialflow&utm_medium=Tweet&utm_campaign=Socialflow

If the Professor notices that a student is frequently conducting outside classroom activities on a cellphone or laptop the Professor will individually ask the student to refrain from using these devices. If you must take a phone call, check texts or e-mails please exit the classroom. It is extremely distracting to your classmates.

Recording Classroom Lectures: Lectures can only be recorded with the permission of the Professor.

Course Policies: Student Expectations

Attendance Policy: There are no participation points but attendance is expected in every class. Excused absences must be communicated with the Professor before class. More than 2 absences (excused or unexcused) will result in a letter grade reduction to the final grade.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones, iPods, *etc.* **must be silenced** during all classroom lectures. Those not heeding this rule will be asked to leave the classroom immediately so as to not disrupt the learning environment. Students who habitually disturb the class by talking, arriving late, *etc.*, and have been warned will result in a letter grade reduction to their final grade.

Department Policies in Public Administration and Public Policy Courses

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director.

Please consult the TSPPPA Student Handbook or visit http://www.gwu.edu/~ccas/faculty/files/Incomplete_poli0.pdf for the complete CCAS policy on incompletes.

2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.
3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.
4. Academic Honesty: All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. (see <http://www.gwu.edu/~ntegrity/code.html>)

Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.”

5. Changing Grades After Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.
6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, revise content and requirements during the semester.
7. Accommodation for Students with Disabilities: 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 Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: <http://gwired.gwu.edu/dss/>
8. University Counseling Center: The University Counseling Center (UCC), 202-994-5300, 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://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices>

9. Emergency Preparedness Information.

https://campusadvisories.gwu.edu/sites/campusadvisories.gwu.edu/files/2015_2016_Syllabus_In_sert.pdf