PPPA 6004: Managing and Leading Public Serving Organizations

Semester: Fall 2014
CRN: 84102, 84103
Location: Monroe B32 (3:30-5:20 p.m.), MPA 305 (6:10-8:00 p.m.)

Instructor: Dr. Jasmine Johnson  
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Office: 601E – MPA Building  
Office phone: 202-994-3808

Office Hours: By appointment https://jasminejohnson.youcanbook.me/ (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?

**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.

**Breakdown for Grading:**

Grades will be based on the following standard percentages:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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**Grade Distribution:**

<table>
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<tr>
<th>Assignment</th>
<th>% of Grade</th>
<th>Week of Due Date</th>
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<tbody>
<tr>
<td>Discussion Co-Lead</td>
<td>5%</td>
<td>Sign up Sheet goes around 1st Class</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>10%</td>
<td>Throughout the semester</td>
</tr>
<tr>
<td>Exam 1</td>
<td>30%</td>
<td>Saturday, October 18, Noon</td>
</tr>
<tr>
<td>Developing your Leadership Identity</td>
<td>25%</td>
<td>October 29, beginning of your course time</td>
</tr>
<tr>
<td>Exam 2 - Elevator Pitches</td>
<td>30%</td>
<td>Wednesday, December 10, 5 p.m.</td>
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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, but, in an effort to replicate the uncertainty we face in real-world endeavors, few specifics will be offered in some cases. Working through the uncertainty is part of the learning process.

Turning in Assignments

1. All assignments and exams should be uploaded to blackboard 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.

Rubrics for each assignment are available on blackboard under “Rubrics I use to grade.”

Assignments

Discussion Co-Leader

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

You will write a one page summary (maximum) on the connections between an assigned reading and its implications for practice. You will upload a copy of this narrative to the assignments folder in blackboard and bring one hard copy with you in class to co-lead discussion.

Assignment Requirements:

To receive full credit students must answer the following questions in their narrative:

1. What lessons does this reading hold for practitioners (if any)?

   a. Do you believe that practitioners know this information? Why or why not? What evidence do you base this answer on?
   b. (Based on your answer to 1a) Would anything change if practitioners knew this information and used it?
   c. Is this evidence contrary to your experiential knowledge/assumptions or does it support your experiential knowledge/assumptions?

2. What lessons does this reading hold for you in your career (if any)?

Oral Discussion Requirements:

You will be asked to give a brief summary of your write up (emphasis on brief – i.e. <2 minutes).

Briefly address the questions asked above. Do not spend time summarizing the articles. Assume your classmates have read it.
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 written or oral presentation?

Answer: None. Assume that both your peers and Professor have read the article.

Reading Quizzes

General Instructions: Throughout the semester students will take reading quizzes. Quizzes will not be announced before class. These will serve to ensure that you are keeping up with the reading and with the material presented in lecture before your midterm and final exam. Pop quizzes will be both open note and open book.

Typical Questions

1. How will the quizzes be graded?

Answer: After the quiz is finished, students will trade with each other to grade quizzes in class using a rubric available on blackboard. Professor Johnson will collect exams and enter grades into blackboard within 2 weeks. Once grades are entered in blackboard, students will receive their quizzes.

Developing Your Leadership Identity

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) and/or first person interviews students will conduct a SWOT analysis of this leader. Simultaneously students will conduct a SWOT analysis of themselves. They will compare the SWOT analyses of themselves and the leader/manager they admire, creating a 2 page narrative of SMART goals they will develop over the next year (Nov. 2014 – Nov. 2015).

Assignment Requirements:

1. Conduct SWOT analyses on a leader you admire and yourself (include this in your assignment but this 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 essentially include details about your choices to focus on some goals over the next year while ignoring others. Remember this is a principal factor in well-designed strategic plans – choosing to take on some initiatives and realizing that you can’t deal with everything in a short time frame. This also means that you cannot choose to improve 7 behaviors 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. Finally, use 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.

3. The opportunities and threats portion of the SWOT analysis are a time for you to think through reasons why your plan may or may not work? Opportunities can be considered the resources you have access to and threats can be considered the barriers you face. Consider personal (e.g., personality, needs, motivations, or other skills can affect the extent to which you can modify your key skill) and situational factors. Make sure you identify in your narrative any opportunities and threats you face in achieving your goals.

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. However, for those of you that want to interview someone you don’t know use this time as an informational interview.

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 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. Our guest speaker is an expert on strategic planning and will take you through a SWOT analysis.

4. I don’t have a performance review or other assessments to know what my strengths 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. Typically students will e-mail a blank assessment and then have it sent to a separate e-mail address, so assessors feel their review is confidential. Using this 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, rejoice in your strengths! Then, looking at your weaknesses box and categorize each weakness according to three criteria 1) importance to you 2) importance to your particular work situation and 3) importance to your professional development. 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).

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. The exam will be due Saturday, October 18th at Noon.

Final:

For the final exam, students will be emailed the exam at 8:30 p.m. on Wednesday, December 3rd (after the two review sessions). Students will then be asked to present a 3 minute elevator pitch to the supervisor (me) throughout, December 10th and December 11th (sign up sheets will be passed around in class at the review sessions). Please see the information sheet on blackboard entitled ‘Final Exam Specifics’.

How exam questions will be evaluated: A rubric is posted on blackboard with specifics. In general, there are 4 components of the exam rubric.

1. How effectively the student marshals evidence to make the case
2. The extent to which the student has made the case in a convincing manner
3. How well the student used factors specific to the organization
4. Lack of academic jargon.

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. Using class time to answer case questions allows students to present ideas and receive feedback from the instructor. Additionally, on blackboard I have uploaded a guide you can use to structure your thoughts while analyzing a case under the blackboard button “Building an EB (Evidence Based) Argument”. Finally, there is an optional practice exam case question students can submit by October 10th.

4. Is the final exam cumulative?
Answer: No.

5. How do I cite references? Do I need a bibliography?
Answer: For in text citations please cite readings from in class and any external readings you use. Use the following format (Author name, YEAR). Only write a reference page if you are using readings we have not read in class.

6. When will my exams be graded?
Answer: I teach this course to approximately 55 students so it will take 2 weeks to grade your exams. Please be patient as I want to give each student appropriate feedback.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments and/or In Class Activities</th>
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<tbody>
<tr>
<td>August 27</td>
<td><em>Introduction to Class</em></td>
<td><em>None – Happy First Week of Class</em></td>
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2. Rosseau and Barends. “Becoming an Evidence Based HR Manager”  
*CASE: Motivating Yourself and Others*                                                                         |                                                                                                         |
| September 10 | *Organizational Change*     | 1. Wolfberg and Dixon. “Speaking Truth to Power.”  
2. Kee and Newcomer, “Transforming Public and Nonprofit Organizations.” Chapters 3 and 4                                                                 |                                                                                                         |
| September 17 | *Strategic Planning (Only the 6:10 class meets today – lecture will be recorded/posted on blackboard if 3:30 students can’t make it)* | 1. Guest Speaker: Dr. Lauren Edwards, University of Maryland Baltimore County (please show up early!)  
3. SWOT Worksheet – Dr. Lauren Edwards  
5. Hendrick. “What is Wrong with Advice on Strategic Planning”                                                                 |                                                                                                         |
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<th>Date</th>
<th>Topic</th>
<th>References</th>
<th>Additional Information</th>
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<tr>
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<td><em>Case #1: Radin. “Qualified to Learn the Job: Donna Shalala”</em></td>
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<td>October 1</td>
<td>Motivating and Retaining Highly Satisfied, Productive Employees</td>
<td>1. Latham. “Motivate Employee Performance through Goal Setting”</td>
<td>Optional: If you want to do a rough draft practice exam question please see blackboard for the case Miracle Medical Center (due by October 10th via e-mail).</td>
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<td>2. Judge. “Promote Job Satisfaction through Mental Challenge”</td>
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<td><em>Case: Managing Human Behavior</em></td>
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<td>October 8</td>
<td>Measuring and Incentivizing Performance</td>
<td>1. Rynes, Gerhart and Minette. “The Importance of Pay in Employee Motivation: Discrepancies between What People Say and What They Do.”</td>
<td>Bring to class a blank performance review from your current or former employer. If you do not feel comfortable bringing one from your employer, find one using internet searches.</td>
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<td>2. Pearce. “OB: Real Research for Real Managers”</td>
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<td>3. Luthans and Stajkovic. “Provide Recognition for Performance Improvement”</td>
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<td>October 15</td>
<td>EXAM</td>
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<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Case Study</td>
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<td>October 22</td>
<td><strong>Decision Making and Teams</strong></td>
<td>1. Kahnamen et. al. “Before you Make that Big Decision.”</td>
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<td></td>
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<td>3. Listen to Dr. Jennifer Brinkerhoff’s power point on Teams.</td>
<td>Maine’s Medicaid Mistakes</td>
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<td>2. Dobbin, et. al., “Diversity Management in Corporate America.”</td>
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<td><em>Case: “How Hard Should you Push Diversity”</em></td>
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<td>November 5</td>
<td><strong>Finding Evidence</strong></td>
<td>Case: Reread case from last week</td>
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<td>November 12</td>
<td><strong>Managing in the Public Interest: When, How and Why?</strong></td>
<td>1. Fung and Wright, “Deepening Democracy”</td>
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<td>2. Franklin and Ebdon. “Are we All Touching the Same Camel?”</td>
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<td><em>Case: Elusive Community in South Park</em></td>
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<td>Date</td>
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|            |                                          | 2. Thomas, John C. “Thinking about Stakeholders of Public Agencies”  
|            |                                          | *Case: Elusive Community in South Park B*  |
| November 26|                                          | THANKSGIVING BREAK                          |
| December 3 |                                          | Review for Final Exam (Bring questions)     |
Course Policies: Grades

Late Work Policy: There are no make-ups for any exams. Assignments turned in late will be assessed a penalty: a half-letter grade for anything from 1 – 12 hours late, a full-letter grade for 12-24 hours. 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 students 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 55 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.

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/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings, particularly those where we have a guest speaker. 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