# Management of Organizations
## Public Affairs 5011

Class: Tuesday/Thursday 11:15 – 12:30
Location: Blegen 125

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## Course Overview & Goals
Organizations pervade human life.  They are sites of power, innovation, and social change.  They can also be places that discourage initiative and reinforce inequalities found in society.  Effective organizational management and leadership are critical to achieving broadly beneficial social, economic, and public value.  The task is difficult because of the complexity of human behavior in organizations, constrained resources, competing demands of many stakeholders outside of the organization, and pervasive changes in the world we live in. Most of you will work in some kind of organization when you graduate and many, if not most, of you will be managers and leaders during your careers.  This course will help prepare you to be an organizational leader in this realm, focusing on empowering you with the courage to act under uncertainty in order to strengthen the effectiveness of your organization.  Furthermore, it aims to provide both "the forest" and "the trees", and give you practice in thinking back and forth between the different levels so that when you approach a problem at one of these levels, you have an awareness of the complexity of the situation at the alternative level.

To create that foundation, we focus on different ways to analyze organizations and develop sound recommendations for change. The course introduces students to some of the major theoretical approaches to organizational analysis, including concepts from sociology, psychology, management, public administration, and political science.  Learning to use multiple perspectives is critical because each contributes an alternative understanding of

how to develop and sustain effective organizations. By gaining insight across different theoretical perspectives, students will develop deeper knowledge of how theories provide distinctive windows into understanding behavior in complex social settings. The course is applicable to a wide range of organizational settings, but pays particular attention to studies of nonprofit and governmental settings.

By the completion of this course, I expect that students will be able to:

- Think critically about organizations, especially regarding ways in which they reflect and create power and privilege, the manner in which individuals' needs and desires interact with, support, or challenge the needs of the organization, and how all of this is influenced by forces outside the boundary of organizations;
- Given this complex understanding, be able to develop actionable recommendations to improve the effectiveness of organizations working for the public good in the context of multiple (and often contested) public purposes and conflicting stakeholder demands; and
- Demonstrate management skills including memo writing, professional oral presentations, and team development and management.

We will meet these objectives through readings, participation in class discussions, mini-lectures, simulations, case analyses, group projects, and the sharing of students' own experiences.  The teaching method is based on an active learning model.  This approach requires that students prepare by reading the substantive course readings and cases and come ready to engage in lively conversation about the materials and their own experiences.

- Students are required to come to class engaged and prepared to participate during class discussions. There will be many full-class discussions throughout the semester and the quality of the discussion is dependent on student engagement.
- Quality participation does not just mean that you are speaking during class discussions, but that you are attentive to your peers' comments and respectful of dissenting or minority viewpoints.
- While in class, electronic equipment, including laptops, is expected to be put away. If you have a legitimate reason as to why you need a laptop out during class, please talk to Professor Oelberger. Should you need to communicate via phone or text during class, please step outside the classroom so as not to disrupt others.
- Attendance will be taken every class. If you will miss class, please email the T.A., ideally in advance. In addition, you are responsible for meeting with **a peer** to cover what you missed in class.

This is an introductory, survey course intended for master's students and advanced undergraduates with an interest in organization studies. The readings are highly selective. We will spend limited time on topics about which a full semester is spent in many doctoral or MBA programs. The goal is to expose you to important ideas, and give you some facility

with them so that you can approach situations with greater insight and confidence. The course serves as a gateway into other classes offered in the Leadership and Management area of Humphrey, as well as in other arenas of the university.

***This syllabus is a proposal of what we will likely do, but we retain the right to alter the content as the semester develops.***

***You are responsible for reading all course emails and doing the tasks within, as well as staying up to date with changes in the syllabus.***

## Communication

I believe that learning occurs most effectively through active reflection and conversation with others. To that end, I encourage you to work with others in the class to reflect together on class readings and concepts. I also welcome you to make use of office hours to more fully explore the course content.  The TA and I are here for you as resources and want to assist you in your learning. To this end, both the TA and I have set aside office hours every week for the students in this class. As part of your Class Participation grade, we require that you schedule a visit with Prof. O at least once during the first two weeks of the semester and once at any point with the TA.  Outside of this requirement, we encourage you to make use of these office hours because we feel that learning takes place most effectively through direct conversation.  If office hour times conflict with your schedule, please let us know and we can schedule an alternative time. We require at least a week's notice to schedule an appointment at an alternative time.

*Any student who finds it difficult for any reason to engage in full class participation should schedule a time to meet with me as soon as possible so we can discuss accommodations necessary to ensure participation and optimum learning.* In addition, if you have an accommodation letter, please share it with me as soon as possible.

I discourage the use of email for substantive conversation or questions about assignments/grading.

**Well-Being**

This course attempts to build knowledge on good management practices through modeling the behaviors you will need to be a good manager. All employees are people, with lives outside of work. This obviously holds for everyone in this class: you are not only students, but friends and daughters and sons and wives and husbands and boyfriends and girlfriends and sisters and brothers and aunts and uncles. In addition, sometimes we need help beyond what a manager, family member, friend, or spiritual leader can offer.

If you or someone you know has difficulties related to anxiety, depression, drug/alcohol dependency, family, eating disorders, finances, or other struggles, I encourage you to use the University of Minnesota's free, professional counselors who maintain confidentiality. No appointment is needed to speak with a counselor for an urgent need, Monday-Friday, 8:00-4:30.[1] You may also schedule long-term counseling sessions.

If it is after hours or if things feel urgent, 24/7, your options include:

- The Crisis Connection at (612) 301-4673 (to speak to a woman) or 612-379-6367 (to speak to a man) is a nonprofit which provides free and confidential 24-hour telephone crisis counseling to the Twin Cities/ Metropolitan area. (There is a brief pre-recorded message, but you will then be connected with someone you can talk with.)
    - If you would prefer to text, you can text "UMN" to 61222 and a counselor will text back with suggestions or resources.
- The National Suicide Prevention Lifeline: 1-800-SUICIDE (784-2433). After you call, you will hear a message saying you have reached the National Suicide Prevention Lifeline. You will hear hold music while your call is being routed. You will be helped by a skilled, trained crisis worker who will listen to you and can share information about mental health services in your area.
- The Sexual Assault Hotline is 800-879-1999 or you can chat online at: https://ohl.rainn.org/online/. In addition, the Aurora Center (612-626 9111) provides free and confidential support for victim/survivors and concerned persons affected by sexual violence, domestic violence, or stalking. An advocate is also available through the help line 24 hours a day to join anyone in the emergency room that has experienced sexual assault.

Please consider putting these numbers in your phone, if not for yourself, then to have available to share with friends in need.

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[1] Please visit http://www.mentalhealth.umn.edu/crisis/index.html for more information on locations and numbers, should you wish to call ahead and schedule an appointment. Note that Boynton Health Services will submit a claim to your insurance, while student counseling services (Suite 117 in Appleby Hall, 128 Pleasant Street SE., on the U of M East Bank) are free of charge.

**Course Requirements & Grading**

To succeed in the world of public affairs, you need to have strong skills, both individually and as part of a team. For this reason, this course will provide opportunities to build your skill set in each of these areas with both individual and group assignments on both analytical and hard skills.

All written course assignments will be tracked through Moodle and graded anonymously. Therefore, take care to never put identifying information on your written work. In addition, please keep all graded work until final grades are posted. If you may want a recommendation in the future, please continue to keep graded work, as we are using blind grading and it would be necessary for me to have specific details of your work.

Course grades will be based on your performance on all of the assignments and weighted as described below.  I expect you to do all that is necessary to complete assignments and course requirements.  Course incompletes will rarely be given unless we have negotiated the terms in writing. Various course requirements will be weighted in the following way to calculate final course grades. The conversion format from numerical to letter grades can be accessed here: http://cs.smith.edu/~orourke/Grading.html.

## Overview of Semester Topics, Class Plans, and Assignments

| Week Dates | Day1 Lecturette & Discussion | Day 2 Case | Assignments Due |
|---|---|---|---|
| **Introduction to Management Challenges in Public Affairs Work** | | | |
| **1** 1/17 & 1/19 | Introductions and Overview of the Course | Using an Org Lens | |
| **2** 1/24 & 1/26 | Public Organizations across Sectors | Price of Commercial Success: MPR | Public Affairs Reflection Essay (1/24) |
| **3** 1/31 & 2/2 | Teams and Decision Making | Carver State Simulation | |
| **Institutional Analyses of Public Affairs Work** | | | |
| **4** 2/7 & 2/9 | Accountability and Power | Casa Amiga *trigger* | Mapping Across Sectors, Two Overviews, and Group Norms and Guidelines (2/7) |
| **5** 2/14 & 2/16 | Culture and Change | Search and Rescue | Case Management Memo on Casa Amiga (2/16) |
| **6** 2/21 & 2/23 | Inter-Org Relationships | La Alianza (Visit from Isadora) | In-Class Case Analysis (2/23) |
| **7** 2/28 & 3/2 | Social Movements and Social Media | Black Lives Matter | Environmental Analysis Memo (3/2) |
| **8** 3/7 & 3/9 | No Class. | | Oral Briefings (schedule during regular class-time or upload to Moodle by 11:15am 3/9.) |
| **3/13 – 3/17** | Spring Break | | |
| **Going Inside Organizations** | | | |
| **9** 3/21 & 3/23 | Organizational Structure | Social Ventures Partner (SVP) | In-Class Case Analysis (3/23) |
| **10** 3/28 & 3/30 | Organizational Technology and Street Level Bureaucracy | Visitor: Teacher and Social Worker (TBD) | Complete the values survey distributed by Prof. O. (3/30) |
| **11** 4/4 & 4/6 | Humans as Resources (1) | Hiring a Sustainable Development Specialist | Organizational Management and Logic Memo, First Draft (4/6) In-Class Case Analysis (4/6) |
| **12** 4/11 & 4/13 | Humans as Resources (2) | Peer Feedback Session | Peer Memo Feedback. (4/13) |
| **Wrap –Up and Current Management Topics** | | | |
| **13** 4/18 & 4/20 | Effectiveness and Evaluation | Focusing on Results: NY Dep. Of Education | |
| **14** 4/25 & 4/27 | No Class. | | Organizational Management and Logic Memo, Final Draft (4/28) |
| **15** 5/2 & 5/4 | Final Presentations | Final Presentations & Final Class | Final Presentations in Class Organizational Analysis (5/2 & 5/4) Reading Analysis Memo (5/5) |

<center>**Assignment Overviews**</center>

**Unless otherwise stated, all assignments are due by class time and should be submitted both via Moodle and in hard copy brought to class.** Each item below includes three pieces of information: 1) whether the assignment should be completed individually or in a group, 2) what the due date is, and 3) what percent of your final grade the assignment is worth. *Fully detailed descriptions of all course assignments and grading rubrics are posted on Moodle.*

**Management Memos (42%)**

One of the learning objectives of this course is to become capable of writing incisive, effective management memos. The goal of case memos is to develop your skills at argument and analysis. The case memo is designed to practice your skills at writing a concise, clear and effective memorandum. The logic memo is designed to give you space to discuss how you came about your analysis and recommendations based on course concepts or course discussions. In total they will count towards 42% of your final grade, with each successive assignment worth more points as you hone your skills with this form of analysis and presentation.

- Case Analysis Memo on Casa Amiga (Individual, Thursday Week 5, 8%)
- Environmental Analysis Memo on Group Organization (Group, Thursday Week 7, 10%)
- Organizational Analysis Memo on Group Organization, First Draft (Group, Thursday Week 11, 8%)
- Peer Memo Feedback (Individual, Thursday Week 12, 2%)
- Organizational Analysis Memo on Group Organization, Final Draft (Group, Friday Week 14, 14%)

**In-Class Case Analysis (10%)**

- La Alianza (Group, Thursday Week 6, 3.3%)
- SVP (Group, Thursday Week 9, 3.3%)
- Hiring a Sustainable Development Specialist (Group, Thursday Week 11, 3.3%)

**Reading Analysis Memos (15%)**

The reading memos are a place to analytically dig deeper and actively engage with concepts in order to build a stronger understanding of the course material. You will write two reading analysis memos over the course of the semester.

The first, which can be completed and turned in any week between weeks 4-13, must analyze and respond to the readings *for that week*, but can also include reflections on material from other parts of the course and/or other courses.

The second RAM, which is to be completed and turned in during Week 15, should synthesize one to three important lessons you have learned over the course, drawing upon particularly salient readings over the past 15 weeks, but can also include insights from class discussion, speakers, simulations, exercises, group work, and reflections on relevant course concepts that have arisen over the semester.  In addition, you should re-read the public affairs reflection essay you wrote in week 2, reflect upon how (if it at all) your thoughts have changed or in what ways you have strengthened your vocabulary to discuss organizational management, and integrate these reflections into your RAM.

More detail is available on Moodle.

- Weeks 4-13 (Individual, Tuesday of the Week you are turning it in, 7.5%)
- Week 15: Course Synopsis (Individual, Friday Week 15, 7.5%)


**Oral Presentations (20%)**

The oral presentations are designed to build your skills in effectively and efficiently synthesizing the analysis of a broad issue. The first assignment will be an extremely brief format – an elevator pitch – where you synthesize your group's analysis and recommendations from the environmental analysis memo in week 7 to an individually-delivered 1" briefing. The second assignment will be modeled after presentations to clients in management consulting firms. Your group will select one or two people to present your analysis and findings, with any props or slides if desired, in 10". In total, they will count towards 20% of your final grade.

- Elevator Pitch (Individual, Week 8, 7%)
- Organizational Analysis (Group, Week 15, 13%)

**Participation (13%)**

- Participation (Individual, ongoing, 10%)
  - Office Hours (Individual, Prof. O Weeks 1 – 2 (Extra office hours will be scheduled); T.A., anytime)
- Public Affairs Reflection Essay (Individual, Tuesday Week 2, 3%)

**Things you need to do but that don't (directly) count towards your grade:**

- Read the Syllabus
- Group Norms and Guidelines
- Group Organization Overviews (two options)

**Reading Tips:**

I post "reading guides" for each week. They are intended to scaffold and assist you in developing efficient and effective reading habits. In general, however, the following are useful points. Please meet with me or the T.A. if you need more help with reading the assigned texts.

Skim all readings first, getting a sense of "the forest", and then return and dive into "the trees" once you have a sense of the main ideas. Though Wikipedia and the world.wide.web are not reputable scholarly sources, they can help to provide an overview of the conversations at hand. Feel free to use them as you dive into new material.

- Research articles are generally organized according to the following format: abstract (200 word overview of the article), introduction, literature review, methodology, findings, discussion, and conclusion. For research articles, read abstract, intro, discussion, and conclusion, then skim the literature review, methods, and findings.
- For HBR/SSIR/popular press articles, read them as you would a novel, front to back. If they are longer, skim the sub-headings first to get a sense of where you are going and to guide what you can skim.
- For cases, skim all materials first, reading sub-headings and looking through the appended materials. Then as you go back and read ask yourself: What were the

original problems here?  What lead to them? What has been done to try to solve these issues? Why have these efforts not been totally successful?

**Topics and Readings, by Week**

## Week 1: January 17ᵗʰ & 19ᵗʰ
## Using an Organizational Lens

**Readings**
1. Syllabus
2. Bolman, L.G., & Deal, T.E. (1991). Introduction: The power of reframing. In *Reframing organizations: Artistry, choice, and leadership*. San Francisco: Jossey-Bass Publishers.
3. Maccoby, M. (2000). Understanding the difference between management and leadership. *Research technology management,* 43 (1), 57-59. Retrieved from http://tamarackcommunity.ca/downloads/CCI_downloads/cl_mgmtldrshp.pdf
4. Rothman, J. (2016, February 22). Shut up and sit down. *The New Yorker*. Retrieved from http://www.newyorker.com/magazine/2016/02/29/our-dangerous-leadership-obsession

**Case:** Veteran's Administration (Materials on Moodle)

**Resources**
1. Alvesson, M., & Willmott, H. (2012). *Making sense of management: A critical introduction*. Los Angeles: Sage. Introduction and Chapters 1-2, esp. pp. 1-7, 17-29, 33-43, 58-63.
2. Scott, W. R. (2004). Reflections on a half-century of organizational sociology. *Annual Review Sociology*, *30*, 1-21.
3. Mir, R., & Mir, A. (2002). The organizational imagination: From paradigm wars to praxis. *Organizational Research Methods*, 5(1), 105-125.
4. Weiss, J.A. (1989). Powers of problem definition: The case of government paperwork. *Policy Sciences*, 22(2),97-121.

**Assignments:**

- Read the syllabus
- Office Hour Meeting: Meet with Professor O. during the time you signed up for.

## Week 2: January 24ᵗʰ & 26ᵗʰ

## Public Organizations across Sectors

Public affairs work is undertaken by a wide variety of organizations across the state, the market, and the third sector/civil society. This week we will analyze the unique contributions of organizations existing within each of these sectors, as well as discussing the increasing blurring between sectors and the rise of hybrid organizations. We will use this framework as we study the complex nature of policy fields in Week 4, looking at the multiple organizations that are involved in a single issue area, as well as in our analysis of coalitions and networks in Week 6, as we study the way in which these diverse and varied organizations work together formally.

**Readings**
1. Michels, R. (1991).  The iron law of oligarchy. In Slattery, M. (Ed.), *Key ideas in sociology* (pp. 52-55). United Kingdom: Nelson Thornes Ltd. **and** Tolbert, P. S. (2010). Robert Michels and the iron law of oligarchy.  In D. Snow, D. Della Porta, B. Klandermans & D. McAdam (Eds.), *Blackwell encyclopedia of social and political movements.* Oxford: Wiley-Blackwell.
2. Rainey, H.G. (1997). What makes public organizations distinctive? (Ch.3). In *Understanding and managing public organizations* (pp. 53-85). San Francisco: Jossey-Bass.
3. Kettl, D.F. (2002). Administrative traditions (Ch. 2). In *The transformation of governance* (pp. 26-49)*.* Baltimore: The Johns Hopkins University Press.
4. Battilana J., Lee M., Walker J., & Dorsey C. (2012). In search of the hybrid ideal. *Stanford Social Innovation Review*, 10 (3), 51-55.
5. Besharov, M. (2016) The line between non-profit and for-profit has become increasingly blurry. *Quartz.* Retrieved from http://qz.com/637811/the-line-between-non-profit-and-for-profit-has-become-increasingly-blurry/

**Case:** Price of Commercial Success: MPR

**Resources**
1. Leach, D. K. (2005). The iron law of what again? Conceptualizing oligarchy across organizational forms. *Sociological Theory*, 23(3), 312-337.
2. Carroll, A. B. (1999). Corporate social responsibility evolution of a definitional construct. *Business & Society*, 38(3), 268-295.
3. Frumkin, P. (2009). Chapter 1 in *On being nonprofit: A conceptual and policy primer*. Harvard University Press.

**Assignments**
- Public Affairs Reflection Essay (Due: 11:15am on Tuesday 1/24)
- Office Hour Meeting: Meet with Professor O. during the time you signed up for.

## Week 3: January 31<sup>st</sup> and February 2<sup>nd</sup>
## Teams and Decision Making

A core element of organizational analysis is understanding why well intentioned and intelligent people make bad decisions. The week's readings provide some background on decision making processes. As you reflect upon the evidence, think about how these findings apply to the groups that you are working in this semester, how you will allocate and/or rotate roles and leadership positions, and what norms you will want to follow, in order to produce the best work and have the most enjoyable and effective process.

**Readings**
1. Snowden, D.J., & Boone, M.E. (2006). Leader's framework for decision making. *Harvard Business Review,* November.
2. Lee, S., & Lebowitz, S. (2015). 20 cognitive biases that screw up your decisions. *Business Insider.* Retrieved from http://www.businessinsider.com/cognitive-biases-that-affect-decisions-2015-8
3. Woolley, A.W., et al. (2010). Evidence for a collective intelligence factor in the performance of human groups. *Science,* 330, 686 -688.
4. Eisenhardt, K.M., Kahwajy, J.L., & Bourgeois III, L.J. (1997). How management teams can have a good fight. *Harvard Business Review.* **or** Heffernan, M. (2012, June). *Dare to Disagree. [Video file]* Retrieved from https://www.ted.com/talks/margaret_heffernan_dare_to_disagree?language=en.
5. Shore, L.M., et al. (2011). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management, 37(4), 1262-1289. doi: 10.1177/0149206310385943.*

**Case:** Carver State Simulation

**Resources:**
1. Buchanan, L. & O'Connell, A. (2006). A brief history of decision making. *Harvard Business Review.*
2. Minsky, L., & Peters J.T. (2015). How you make decisions is as important as what you decide. *Harvard Business Review*
3. Casciaro, T., & Lobo, M.S. (2005). Competent jerks, lovable fools, and the formation of social networks. *Harvard Business Review*, June, 92-99.
4. Berrey, E. (2015, October 26). Diversity is for white people. *Salon.* Retrieved from http://www.salon.com/2015/10/26/diversity_is_for_white_people_the_big_lie_behind_a_well_intended_word/

5. NPR podcast on Bad Apples; first 10" if you haven't listened to it before. Horsley, S. (2002, July 23). *Bad Apples*. [Audio file]. Retrieved from http://www.npr.org/templates/story/story.php?storyId=1147131.

## Assignments

## Week 4: February 7ᵗʰ & 9ᵗʰ
## Power, Organizational Stakeholders, and Policy Field Mapping

There is a lot outside the control of the organization, which we call "the external environment". That which interacts directly with the organization is the policy field and is comprised of various stakeholders (broad definition). The management literature focuses here and we will too – this week. In week 7, we talk more about agency and creating spaces for change with guidance from the social movements literature.

### Readings
1. Sandfort, J. & Stone, M.S. (2008). Analyzing policy fields: helping students understand state and local contexts. *Journal of Public Affairs Education, 14(2) 129-148.* + Video.
2. Bryson, J.M. (2004). What to do when stakeholders matter. *Public Management Review, 6(1), 21-53.* (especially, pp. 21-31)
3. Hardy, C. & Clegg, S. (2006). Some dare call it power. In S. Clegg, C. Hardy, & W. Nord (Eds.), *The handbook of organization studies* (pp. 754-775). London: Sage Publications, Inc.
4. Roscigno, V.J. (2012). Power, sociologically speaking. *The Society Pages*. Retrieved from http://thesocietypages.org/specials/power/

**Case:** Chávez, Marissa, "Casa Amiga: Addressing Violence Against Women on the U.S.-Mexico Border," Case Study from Electronic Hallway website.

**\*Note: you will write your first management memo on this case, due next week.**

Short video of slam poet, Amalia Ortiz: https://www.youtube.com/watch?v=74XhXKyRSUg

### Resources
1. Hall, M., Millo, Y., & Barman, E. (2015). Who and what really counts? Stakeholder prioritization and accounting for social value. *Journal of Management Studies*, 52(7), 907-934.
2. Emerson, R. (1962). Power-dependence relations. *American Sociological Review,* 27(1), 31-40.
3. Russell, B. (1938). The forms of power. In S. Lukes (ed.), *Power* (pp. 19-27)*.* New York: New York University Press.

4. Schmitt, M. (2008, August 17). Big picture power. *The American Prospect.* Retreived from http://prospect.org/article/big-picture-power.


**Assignments:**
- Group Norms and Guidelines (Due: 11:15am on Tuesday 2/7)
- Organizational Options: Mapping Across Sectors and Two Overviews (Due: 11:15am on Tuesday 2/7)
- Optional: Reading Analysis Memo (Due: Must select one between weeks 4 and 13, due by 11:15am on Tuesday)


## Week 5: February 14ᵗʰ & 16ᵗʰ
## Culture, Meaning, Identity, and Organizational Change

Culture is a mushy difficult concept that is extraordinarily powerful in motivating organizational outcomes. In essence, it is about meaning, creating meaning, contesting meaning, and providing meaning. Furthermore, culture is much, much deeper than what we can see, as captured through the cultural "iceberg" model that Hall developed in the mid-seventies. This week we'll explore the concept and levels of culture, the impact of organizational culture, and how culture influences efforts at organizational change.

**Readings**
Organizational Culture
1. Schein, E. (2004). The concept of organizational culture: Why bother? (Ch.1) & The levels of culture (Ch.2). In *Organizational culture and leadership* (pp. 3-38). San Francisco, CA: Jossey-Bass.
2. Pick one of these articles by Kathleen Enright
   - Enright, K. (2015, December 1). The first step: Understanding the origins of culture. *The Huffington Post.* Retrieved from http://www.huffingtonpost.com/kathleen-p-enright/the-first-step-understand b_8682508.html
   - Enright, K. (2015, March 11). Culture can help align values with actions: interview with Tom David. *The Huffington Post.* Retrieved from http://www.huffingtonpost.com/kathleen-p-enright/culture-can-help-align-va b_6849658.html
3. Ridgeway, C. L. (2009). Framed before we know it: How gender shapes social relations. *Gender and Society*, 23(2), 145-160.

Organizational Change
1. Meyerson, D. & Scully, M. (1995). Tempered radicalism and the politics of ambivalence and change. *Organization Science,* 6(5), 585-600.

**Case:** Search and Rescue

**Resources**
1. Listen to Justice Vonda Evans sentencing William Melendez with her commentary on institutional police culture:
   http://www.fox2detroit.com/news/local-news/83907936-story
2. Hall, E.T. (1976). Cultural iceberg model. *Beyond culture.*
3. Polletta, F. & Jasper, J.M. (2001). Collective identity and social movements. *Annual Review of Sociology*, 27, 283-305.
4. 1" clip of Meg Whitman discussing culture at IBM: bit.ly/22NCxSU
5. Barsade, S. & O'Neill, O.A. (2016). Manage your emotional culture. *Harvard Business Review.* January–February, 58–66*.*
6. Whetten, D. A. (2006). Albert and Whetten revisited: Strengthening the concept of organizational identity. *Journal of Management Inquiry.* 15(3), 219-234.
7. Watkins, M.D. (2013). What is organizational culture? And why should we care? *Harvard Business Review.*
8. Kelly, M. (1994). Theories of justice and street-level discretion. *Journal of Public Administration Research and Theory.* 48(2), 119-140.
9. DiCarlo, L. (2002). How Lou Gerstner got IBM to dance. *Forbes*. Retrieved from http://www.forbes.com/2002/11/11/cx_ld_1112gerstner.html.
10. Knafo, S. (2016, February 18). A black police officer's fight against the N.Y.P.D. *New York Times*. Retrieved from http://www.nytimes.com/2016/02/21/magazine/a-black-police-officers-fight-against-the-nypd.html?smprod=nytcore-iphone&smid=nytcore-iphone-share&_r=0


**Assignments:**
- Case Management Memo on Casa Amiga (Due: 11:15am on Thursday 2/16)
- Optional: Reading Analysis Memo (Due: Must select one between weeks 4 and 13, due by 11:15am on Tuesday)


**Week 6: February 21ˢᵗ & 23ʳᵈ**
**Inter-Organizational Relationships: Collaboration and Contracting**

This week we will synthesize all that we have learned about the external environment to investigate what happens when organizations work together. Increasingly, work is happening across multiple organizations to advance the complexity of social problems and policy solutions. There are a variety of forms of power sharing and integration that can characterize these inter-organizational relationships. Within that spectrum of coordination, we find that government is doing less in-house, and contracting more out to private organizations. This contracting process is influenced by differential power within and

between the organizations in the contracting relationship and creates a variety of interdependencies.

**Readings**

1. Rice, J.B. & Ronchi, S. (2002). Strategic partnership: collaboration, alliances, and the coordination spectrum. *Logistics Solutions, 1*, 22-27.
2. Najam, A. (2000). The four c's of third sector-government relations: Cooperation, confrontation, complementarity, and co-optation. N*onprofit Management and Leadership.* 10 (4), 375-396. (Skim this article for the framework it presents)
3. YouTube videos on collaboration: Hubert Project. (2012, June 19). *Collaboration.* [Video File] Retrieved from  https://www.youtube.com/embed/YpIECRyCNIA **and** Koschmann, M. (2012, December 13). *The collaborative challenge: Making quality decisions together in the age of complexity.* [Video File]. Retrieved from https://www.youtube.com/watch?v=iN_A7keXtVg.
4. Huxham C. (2003). Theorizing collaboration practice. *Public Management Review*, 5(3), 401-423.
5. Mcguire, M. & Agranoff, R. (2011). The limitations of public management networks. *Public Administration*, 89, 265–284. doi: 10.1111/j.1467-9299.2011.01917.x.

Plus, choose one of the following on government-nonprofit contracting:

6. Smith, S.R. (2010). The political economy of contracting and competition. In Y. Hasenfeld (Ed.) *Human services as complex organizations* (pp. 139-160). London: Sage Publications, Inc.
7. Kettl, D. (2015). The job of government: Interweaving public functions and private hands. *Public Administration Review*. 75(2), 219–229.
8. Gazley, B., & Brudney, J.L. (2007). The purpose (and perils) of government-nonprofit partnership. *Nonprofit and Voluntary Sector Quarterly*, 36(3), 389-415. doi: 10.1177/0899764006295997.

**Case**: La Alianza

**Resources**

1. Kania, J., & Mark, K. (2011). Collective impact. *Stanford Social Innovation Review*, 36-41.
2. Gregory, A. G., & Howard, D. (2009). The nonprofit starvation cycle. *Stanford Social Innovation Review*, *7*(4), 49-53.
3. Saidel, J. (1991). Resource interdependence: Relationship between state agencies and nonprofit organizations. *Public Administration Review*, 51 (6), 543-553.

**Assignments**

● Optional: Reading Analysis Memo (Due: Must select one between weeks 4 and 13, due by 11:15am on Tuesday)

## Week 7: February 28th & March 2nd
## Social Movements, Social Media, and Non-Organizational Forms

All organizations must change, either because of a shift in mission or threats from the external environment. What are factors that lead to failed change processes in some organizations? And what are lessons we can learn from organizations that have been able to successfully engineer new cultures or missions?

**Readings**

Social Movements
1. Goodwin, J. & Jasper, J.M. (2009). Editor's introduction and Introduction. In *Social movements reader,* (pp. 3-7; 189-192). West Sussex, UK: Wiley-Blackwell.
2. Clemens, E. S., & Minkoff, D. C. (2004). Beyond the iron law: Rethinking the place of organizations in social movement research. In D.A. Snow, S.A. Soule, & H. Kriesi (Eds.), *The blackwell companion to social movements* (pp. 155-170). Malden, MA: Blackwell Publishing Ltd.
3. Gordon, S.R. (2015). Fostering social movements with social media. Available via SSRN: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2708079
4. Kallman, M. (2015). Professional activism and social change. *Mobilizing Ideas*. Available at: https://mobilizingideas.wordpress.com/2015/08/06/professional-activism-and-social-change/

**Case:** Black Lives Matter

Approach this case as if you are a consultant hired by #BLM as they think about their strategies. As you read through the case materials, use our course knowledge thus far to help you reflect upon:

• What is the nature of the problem #BLM movement is addressing? This about this both on a surface level as well as digging more analytically.
• When, why, and how did this movement "start"? What were the historical precursors?
• What successes has the movement had? List the factors that have enabled these successes? What would you recommend they do to continue to enjoy these successes?

- In what ways has the movement been less successful? Brainstorm both external resistances to the movement as well as challenges from within the movement itself. What would you recommend they do to mitigate these challenges?

Context:

1. Skim through the Department of Justice investigation and report on abusive and often unconstitutional policing by Cleveland Division of Police between 2010 and 2013: United States Attorney's Office Northern District of Ohio, United States Department of Justice Civil Rights Division. (2014, December 14). *Investigation of the cleveland division of police.* Retrieved from http://www.justice.gov/sites/default/files/opa/press-releases/attachments/2014/12/04/cleveland_division_of_police_findings_letter.pdf
2. If you didn't already in week 5, listen to Justice Vonda Evans sentencing William Melendez with her commentary on institutional police culture: http://www.fox2detroit.com/news/local-news/83907936-story
3. Read the following about the situation of racial integration in Minnesota: Nikolic, C. (2016, January 15). Minnesota ranks dead last for racial integration. *Minneapolis/St. Paul Business Journal.* Retrieved from http://www.bizjournals.com/twincities/news/2016/01/15/minnesota-last-racial-progress-ranking.html
4. If interested: Read this account of by the NPR Code Switch team regarding Philando Castile, race, and traffic stops in St. Paul. (Can read the below background information first if unfamiliar with the death of Philando Castile). http://www.npr.org/sections/codeswitch/2016/07/20/486512846/46-stops-on-the-driving-life-and-death-of-philando-castile
5. Educate yourself (**if needed**) about the shooting of Jamar Clark here in Minnesota as well as the death of Philando Castile. Feel free to google or you can use the links below: These are very basic timelines of the events of the deaths of these two men and following protests.
   a. Jamar Clark: Star Tribune http://www.startribune.com/the-jamar-clark-shooting-a-timeline/368412761/#1
   b. Jamar Clark: MPR http://www.mprnews.org/story/2015/11/30/timeline-jamar-clark-shooting
   c. Philando Castile: http://www.mprnews.org/story/2016/07/07/timeline-philando-castile-shooting

#BLM Movement:

6. Familiarize yourself with the Black Lives Matter movement through the different aspects of the website, including the Herstory: http://blacklivesmatter.com/about/ and http://www.nytimes.com/2015/05/10/magazine/our-demand-is-simple-stop-killing-us.html. In addition, skim through the Campaign Zero website if not familiar: http://www.joincampaignzero.org/#action

7. Read either: http://www.newyorker.com/magazine/2016/03/14/where-is-black-lives-matter-headed (this one might be better if you are more familiar with the BLM case overall)

   or

   https://www.theguardian.com/world/2015/jul/19/blacklivesmatter-birth-civil-rights-movement (this one is a little older but might be better if you are less familiar with the BLM case)

8. Understand the role of social media in this movement: http://www.npr.org/sections/codeswitch/2016/03/02/468704888/combing-through-41-million-tweets-to-show-how-blacklivesmatter-exploded

## Resources

1. Gaventa, J. (1980). Power within the organization: Reformism and anti-reformism in the united mine workers of america. In *Power and powerlessness: Quiescence and rebellion in an appalachian valley* (pp. 165-201). Urbana, Illinois: University of Illinois Press.
2. Ayres, J.M. (1999). From the streets to the internet: The cyber-diffusion of contention. *Annals of the American Academy of Political and Social Science.* 566 (1), 132–143.
3. Eaton, M. (2010). Manufacturing community in an online activity organization: The rhetoric of MoveOn.org's e-mails. *Information, Communication and Society.* 13(2), 174–192.
4. Obar, J.A., Zube, P., & Lampe, C. (2012). Advocacy 2.0: An analysis of how advocacy groups in the United States perceive and use social media as tools for facilitating civic engagement and collective action. *Journal of Information Policy.* 2, 1–25. **and** Obar, J.A. (2013). Canadian advocacy 2.0: A study of social media use by social movement groups and activists in canada. *Canadian Journal of Communication*, 39(2), 211-233.
5. Earl, J. & Elliott, T. (2015). Kids these days: Supply and demand for youth online political engagement. Retrieved from https://www.sas.upenn.edu/dcc/sites/www.sas.upenn.edu.dcc/files/Kids%20These%20Days,%20draft%2007%20with%20cover%20page.pdf
6. Incite! Women of Color Against Violence. (2007). *The revolution will not be funded: beyond the non-profit industrial complex.* South End Pr.

7. Sturm, S. (2006). The architecture of inclusion: Advancing workplace equity in higher education. *Harvard Gender and Law Review*, 29, 248-298.
8. Duhigg, C. (2012). Keystone habits, or the ballad of Paul O'neill: Which habits matter most. In *The power of habit: Why we do what we do in life and business* (pp. 97-126). New York: Random House.
9. Duhigg, C. (2012). The power of crisis: How leaders create habits through accident and design. In *The power of habit: Why we do what we do in life and business* (pp. 154-181). New York: Random House.
10. Carlson, N. (2014, February 8). You can explain eBay's $50 billion turnaround with just this one crazy story. *Business Insider*. Retrieved from http://www.businessinsider.com/explaining-ebays-turnaround-2014-2

**Assignments:**
- Environmental Analysis and Logic Memo (Due: 11:15am on Thursday 3/2)
- Reflect on your experience of your Group Process before class on Tuesday. Jot down some notes that you will share with your group in a facilitated exercise on Tuesday.
- Optional: Reading Analysis Memo (Due: Must select one between weeks 4 and 13, due by 11:15am on Tuesday)


**Week 8: March 7th & 9th**
**Elevator Pitches.**

**No class.**
Your elevator pitch will be scheduled for either class time, or an alternative time, during Week 8. You also have the option of completing this assignment via video and uploading to Moodle.
Prof. O: Meet in HHH 249.   T.A.: Meet in Classroom

**Assignments:**
- Oral Elevator Pitch**,** due at your scheduled time or uploaded to Moodle by 11:15am on Thursday 3/9.


**March 13th – 17th**
**Spring Break, No Class**


**Week 9: March 21st & 23rd**
**Organizational Structure, Hierarchy, and Middle Management**

This week we will be discussing organizational structure. As you move through the readings, connect what is happening inside the organization with influences from the

external environment that we have focused upon so far. In particular, pay attention to where formal authority is likely to lie in different organizational structures, and yet how informal power and influence can create a different network map of connections. The structural perspective or "lens" on viewing organizations treats organizations as rational machines designed to achieve strategic goals. This harkens back to the root of the word organization, the Greek term for "tool".

**Readings**
1. Bolman, L.G. & Deal, T.E. (2013). Getting organized (Ch.3) & Structure and restructuring (Ch.4). In *Reframing organizations : Artistry, choice, and leadership* (5th Edition). Somerset, NJ: John Wiley & Sons, Incorporated.
2. Acker, J. (1990). Hierarchies, jobs, bodies: A theory of gendered organizations. *Gender & Society*, 4(2), 139-158.
3. Perrow, C. (1986). Why bureaucracy? In *Complex organizations* (3rd edition)(pp.1-48). New York: Random House. (esp. 1-26, skim the rest)
4. Useem, J. (2015, October). Are bosses necessary? *The Atlantic*. Retrieved from http://www.theatlantic.com/magazine/archive/2015/10/are-bosses-necessary/403216/
5. Huy, Q. N. (2001). In praise of middle managers. *Harvard business review,* 79(8), 72-79.

**Case:** Social Ventures Partner (SVP)

**Resources:**
1. Wooldridge, B., Schmid, T., & Floyd, S. W. (2008). The middle management perspective on strategy process: Contributions, synthesis, and future research. *Journal of Management*, 34(6), 1190-1221.
2. Balogun, J. (2003). From blaming the middle to harnessing its potential: Creating change intermediaries. *British Journal of Management*, 14(1), 69-83.

**Assignments**
● Optional: Reading Analysis Memo (Due: Must select one between weeks 4 and 13, due by 11:15am on Tuesday)


## Week 10: March 28<sup>th</sup> & 30<sup>th</sup>
## Organizational Technology and Street-Level Bureaucracy

Reflect on how the technology of an organization influences its structure (i.e. form follows function), but also to what extent the structure of an organization influences what kind of work it does (i.e. function follows form). As we think about the "technology" of many public affairs organizations, a great deal of public service work is enacted at the "street level", where there is a high degree of discretion in interpreting and implementing public policies.

The term "street level bureaucrats" was coined by Michael Lipsky 30 years ago. Some of the most often studied examples of street level bureaucracy are from counselors, teachers, and police.

**Readings**
1. Sandfort, J. (2010). Human service organizational technology: Improving understanding and advancing research. In Y. Hasenfeld (Ed.), *Human services as complex organizations* (pp. 269-289). Los Angeles, CA: Sage Publications, Inc.
2. Watch video on Street Level Bureaucracy: United States Studies Centre. (2010, February 23). *Street Level Bureaucrats with Michael Lipsky* [Video File]. Retrieved from https://www.youtube.com/watch?v=ZX1IivgPspA
3. Maynard-Moody, S.W. & Musheno, M.C. (2003). *Cops, teachers, counselors: Stories from the front lines of public service*. Ann Arbor, Michigan: University of Michigan Press. Pp. 3-24; 51-54; 93-95; 123-165

**Case:** Visitor TBD.

**Resources**
1. Watkins-Hayes, C. (2011). Race, respect, and red tape: Inside the black box of racially representative bureaucracies. *Journal of Public Administration Research and Theory.* 21, 233-51.
2. Maynard-Moody, S.W., & Musheno, M.C. (2012). Social equities and inequities in practice: Street-level workers as agents and pragmatists. *Public Administration Review* 71, (Nov./Dec.): 16-23.

**Assignments:**
- Complete the values survey distributed by Prof. O. (Due: 11:15am on Thursday 3/30)
- Optional: Reading Analysis Memo (Due: Must select one between weeks 4 and 13, due by 11:15am on Tuesday)


**Week 11: April 4ᵗʰ & 6ᵗʰ**
**Human Resources: Human Resource Management & The Structure of Modern Employment in Public Affairs**

You are the primary resources of public affairs organizations. This week we explore the role of human resources in public affairs, focusing on the structure of modern employment and the use of volunteers and interns from the perspective of an organization.

**Readings**
Human Resource Management & The Structure of Modern Employment in Public Affairs

1. Kalleberg, A. L. (2009). Precarious work, insecure workers: Employment relations in transition. *American Sociological Review*, *74*(1), 1-22.
2. Delbridge, R., & Keenoy, T. (2010). Beyond managerialism? *The International Journal of Human Resource Management*, 21(6), 799-817.
3. Brudney, J. L., & Kellough, J. E. (2000). Volunteers in state government: Involvement, management, and benefits. *Nonprofit and Voluntary Sector Quarterly*, *29*(1), 111-130.
4. Leonard, P., Halford, S., & Bruce, K. (2016). The new degree? Constructing internships in the third sector. *Sociology*, 50 (2), 383-399.
5. Ridder, H. G., Piening, E. P., & Baluch, A. M. (2012). The third way reconfigured: How and why nonprofit organizations are shifting their human resource management. VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations, 23(3), 605-635.
6. Timm, J. (2016, August 24). The plight of the overworked nonprofit employee. *The Atlantic.* Retrieved from http://www.theatlantic.com/business/archive/2016/08/the-plight-of-the-overworked-nonprofit-employee/497081/?utm_source=atlfb

**Case**: Hiring a Sustainable Development Specialist

**Resources**
1. Bolman, L.G. & Deal, T.E. (2013). People and organizations. (Ch.6) & Improving human resource management (Ch.7). In *Reframing organizations: Artistry, choice, and leadership* (5th Edition). Somerset, NJ: John Wiley & Sons, Incorporated.
**2.** McCord, P. (2014). How netflix reinvented HR. *Harvard Business Review,* January-February.

**Assignments:**
- Organizational Management and Logic Memo, First Draft (Due: 11:15am on Thursday 4/6)
- Reflect on your experience of your Group Process before class on Tuesday. Jot down some note that you will share with your group in a facilitated exercise on Tuesday.
- Optional: Reading Analysis Memo (Due: Must select one between weeks 4 and 13, due by 11:15am on Tuesday)

**Week 12: April 11ᵗʰ& 13ᵗʰ**
**Human Resources: Motivation, Values, and Burnout**

Continuing from last week, we now turn to the perspectives of employees themselves, investigating motivation, values, and burnout, and the importance of organizational consideration of work-life integration issues for employees.

**Readings**
1. Nohria, N., Groysberg, B, & Lee, L.E. (2008). Employee motivation: A powerful new model. *Harvard Business Review*. Retrieved from https://hbr.org/2008/07/employee-motivation-a-powerful-new-model.
2. Twenge, J. M., Campbell, S. M., Hoffman, B. J., & Lance, C. E. (2010). Generational differences in work values: Leisure and extrinsic values increasing, social and intrinsic values decreasing. *Journal of Management*, 36(5), 1117-1142.
3. Maslach, C., & Leiter, M.P. (2005). Reversing burnout: How to rekindle your passion for your work. *Stanford Social Innovation Review*.

Workers with Lives Outside Work: Work-Family Interface
4. Sweet, S. (2013). Individual and family frontiers and Employer frontiers, (Ch. 3 & 4, pp. 43-87) In *The work-family interface: An introduction*. Los Angeles, CA: Sage Publications, Inc.

**Case:** No Case. Peer Feedback will be exchanged in class on Thursday.

**Resources**
1. Kaufman, S.B. (2016, January 30). The differences between happiness and meaning in life. *Scientific American Blog*. Retrieved from http://blogs.scientificamerican.com/beautiful-minds/the-differences-between-happiness-and-meaning-in-life/http://blogs.scientificamerican.com/beautiful-minds/the-differences-between-happiness-and-meaning-in-life/
2. The RSA. (2010, April 1). RSA Animate: *The surprising truth about what motivates us.* [Video File]. Retrieved from https://www.youtube.com/watch?v=u6XAPnuFjJc (animated version of "Dan Pink: The Puzzle of Motivation")
3. Lavigna, R. (2014). Why government workers are harder to motivate. *Harvard Business Review.*
4. Twenge, J. M. (2010). A review of the empirical evidence on generational differences in work attitudes. *Journal of Business and Psychology*, *25*(2), 201-210.
5. Jurkiewicz, C. L., & Brown, R. G. (1998). Generational comparisons of public employee motivation. *Review of Public Personnel Administration*, *18*(4), 18-37.
6. Tummers, L.L., Bekkers, V., Vink, E., & Musheno, M. (2015). Coping during public service delivery: A conceptualization and systematic review of the literature. *Journal of Public Administration Research and Theory*. doi:10.1093/jopart/muu056.

**Assignments:**
- Peer Memo Feedback (Due: 11:15am on Thursday 4/13)
- Optional: Reading Analysis Memo (Due: Must select one between weeks 4 and 13, due by 11:15am on Tuesday)

**Effectiveness and Evaluation**

Within the world of public affairs, we want a policy field to be effective and to advance a public good. However, most analysis of performance is on an organizational level. In analyzing organizational performance, we often use quantitative metrics and benchmarks from the for-profit world – these can both enable us to get a sense of how effective we are at meeting our goals, but can also have unintended consequences of focusing attention on things that undermine the actual policy goal. This week we will explore the nuances in reaching towards effective organizational effectiveness.

**Readings**
1. Cameron, K. (2015). Organizational effectiveness. In P.C. Flood and Y. Freeney (Eds.), *Wiley encyclopedia of management.* 11:352–356.
2. Ebrahim, A., & Rangan, V.K. (2014). What impact? A framework for measuring the scale and scope of social performance. *California Management Review Executive Digest,* 56(3), 15-17.
3. Wachter, R.M. (2016, January 16). How measurement fails doctors and teachers. *New York Times*. Retrieved from http://www.nytimes.com/2016/01/17/opinion/sunday/how-measurement-fails-doctors-and-teachers.html?_r=0
4. Soss, J., Fording, R., & Schram, S.F. (2011). Organization of discipline: From performance management to perversity and punishment. *Journal of Public Administration Research and Theory*, 21:i203–i232. doi:10.1093/jopart/muq095.
5. Revisit VA Case

**Case:** *Focusing on Results at the NYC Department of Education* [HBS case purchase]
1. What is the theory of change underlying this strategy? Does it make sense to all stakeholders?
2. Look closely at Exhibit 7 – would these indicators add up to improved student performance?
3. What are the biggest risks to implementing this new system and what would you advise Liebman and Klein?

**Resources**
1. Mitchell, G. and Berlan, D. (2016). Evaluation and Evaluative Rigor in the Nonprofit Sector. *Nonprofit Management and Leadership.*
2. Overview of Planning and Evaluation Models: http://www.hivos.net/Hivos-Knowledge-Programme/Themes/Theory-of-Change/Resources/6.-What-is-the-difference-between-ToC-Logframe-and-ToAhttp://www.hivos.net/Hivos-Knowledge-Programme/Themes/Theory-of-Change/Resources/6.-What-is-the-difference-between-ToC-Logframe-and-ToA

3.  Logic Model:
    http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.htmlhttp://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html
    http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html

**Assignments:**
● Optional: Reading Analysis Memo (Due: Must select one between weeks 4 and 13, due by 4pm on Tuesday)

## Week 14: April 25th & 27th
## No Class

**Assignments:**
● Final Organizational Management and Logic Memo (Due: 9am on Friday 4/28)

## Week 15: May 2nd & 4th
## Group Presentations

**Assignments:**
● Group Oral Presentation of Organizational Analysis. (In Class on Tuesday 5/2 and Thursday 5/4; Schedule TBD)
● Reading Analysis Memo. (Due: 9:00am on Friday 5/5)