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Management of Organizations
PA 5011/Section 002
Fall 2018
Tu/Th, 4:00 – 5:15 pm
Blegen Hall 415

Course Overview

Organizations pervade human life. They are sites of power, innovation and social change but 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, enhancing your abilities to act under uncertainty in order to strengthen the effectiveness of your organization.

To create that foundation, we focus on different ways to analyze organizations and develop sound recommendations for change – leaders and managers must understand organizational complexity in order to act. Part of the analytical task is to dissect important aspects of organizations in general, including for example, both their formal and informal structures, systems, and cultures. Another part of this task is to learn how organizations are shaped by and shape external environments that encompass political, policy, and resource institutions. Additionally, to analyze organizations one must also pay close attention to the human beings who work there and their motivations. The course draws upon various perspectives, including concepts from public administration, sociology, political science, organizational psychology, and management. Learning to use multiple perspectives is critical because all perspectives contribute to understanding how to develop and sustain effective organizations and, ultimately, to create public value.

The course is applicable to a wide range of organizational settings although it pays particular attention to public and nonprofit organizations. *In fact, I encourage you to scan various news media and bring into class relevant stories about any kind of organization - public agencies, nonprofits, nongovernmental, and for-profits!* Throughout, you will come to see that organizations provide opportunities and constraints as well as power and privilege within particular contexts. [Note - this is an introductory, survey course on organizational management and thus we spend limited time on many different topics. Full semester classes on many of these

topics are offered by Leadership and Management Area and elsewhere within the Humphrey School and University]

By the completion of this course, I expect that students will be able to:
- Understand how to work effectively in and through public and nonprofit organizations in the context of multiple (and often contested) public purposes, conflicting stakeholder demands, and a diverse world;
- Think critically about organizations and managerial roles, especially regarding ways in which they reflect and create power and privilege;
- Develop actionable recommendations from your organizational analyses in order to improve their effectiveness; and,
- Demonstrate management skills including memo writing, professional 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 class materials (both readings and cases) and come ready to engage in lively and substantive conversation.

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. *Any student who finds it difficult for any reason to engage in full class participation should schedule a time to meet with me and/or Brooke 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.

Please make use of office hours! Brooke and I are here for you as resources and want to assist you in your learning. To this end, both Brooke and I have set aside office hours every week for the students in this class. I strongly encourage you to take advantage of these times because I believe 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. I encourage you to utilize office hours for substantive conversation, including questions about assignments or grading. Making use of our office hours will figure into your overall class participation grade.

Required Materials

In this course, we will be using a course management website (Canvas). Articles, cases and links to multi-media materials are accessible through our course Canvas website. Additionally, you will submit most assignments for grading to the Canvas site.

Course Requirements
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. More detailed descriptions of course assignments will be available as the semester progresses with in-class handouts and on the Canvas site.

Course grades will be based on your performance on *all of the assignments* and weighted as described below. I do not offer extra credit and rarely give course incompletes except under extraordinary situations and after we have negotiated the terms in writing. *You must complete all course assignments in order to receive a grade.*

If you receive a grade below a 78 on any assignment, you have the option to re-do it; I will review the revision and re-grade it up to a score of 78.

Participation (10%)
Class discussion is an essential part of the learning process. While I will facilitate discussion and help dissect core theoretical ideas, it is up to all of us to integrate these ideas (including challenging them!) with your own experiences as well as more applied material such as that provided by the case studies. In this way, the direction and quality of the discussion is the *collective responsibility* of the full class. This includes preparing for class sessions, attending class and actively participating in the discussion. In order to participate in class discussion, it should go without saying that you need to be physically present. You are adults who are responsible for managing your own learning and, as a result, I do not have an absence policy. However, it is unlikely that you will be able to participate well in class if you are not there.

Management Case Memos (3 memos; 40% total; 10-15-15% in sequence).
You will write three memos in this course on managerial challenges facing organizations other than the one you focusing on throughout the semester. In each, you will analyze the challenges and provide recommendations for action. All memos will be 1 single-spaced page. We also will ask you to write a 1-2 page Logic Memo summarizing your logic and tying it directly to course concepts. These memos are designed to help you master the communication of complex information within space constraints.   I will handout explicit directions for each of these memos well in advance of their due dates.

Policy Field and Organizational Analysis (50%)
This course provides an opportunity for you to better understand the management challenges in a particular organization in a particular policy field. By "policy fields" we mean networks of organizations and institutions carrying out programs in a substantive policy area, such as health care or public education, in a particular geographic area. Policy fields attract multiple organizational players across government, nonprofit, and corporate sectors. They influence and are influenced by federal, state, and/or local policy decisions in the US context and by various international governing bodies and institutions in the global context. Examples of policy fields include:
- Public education in US (K-12)
- Community and economic development (local or international)

- Food security
- Child welfare

In the third week of class, Brooke and I will place students in teams of 5, based on student preferences for specific types of policy fields. These teams will choose a public, nonprofit, or even a for-profit or "hybrid" organization within that field to examine throughout the semester.

There are several parts to this requirement involving both individual and group assignments. I will hand out in advance a more detailed assignment and grading sheet for each.

1. ***Individual Application Short Papers (ASPs) (15%; 5% each).*** To attain a full understanding of the concepts, you need to actively engage with the material. This entails reading the required materials, reflecting on their important ideas before class, participating in class discussions, and then applying concepts to real life management challenges. For three different weeks in the semester, you will be required to submit a 1-page memo by 11:59 pm of the Sunday of that week which *applies* core concepts from the readings and class discussion to the organization you are analyzing throughout the semester. The task of these ASPs is to demonstrate your analytical skills. I will hand out more specific information (e.g., sample questions for the topics for each of these ASPs) during Week 3.

2. ***Individual Oral Policy Brief (5%).***   Individually, you will prepare a short, oral policy brief that analyzes what you see as the main opportunities and challenges within the policy field you are studying from the perspective of your organization. The hypothetical audience for this presentation will be the chief executive of the organization who has asked you for this analysis in order to help her/him make the organization more effective. You will have 60-90 seconds to present this information, followed by a short Q&A with either myself or Brooke during class time during Week 6.

3. ***Group Presentation and Memo of Final Organizational Analysis (25%).***   During the second half of the course, you will begin working in a group with other students studying the same organization. As a team you will be analyzing critical challenges facing this organization and developing recommendations to make it a more effective actor within its environment and given its mission or purpose. At the end of the course, each team will make a 10-12 minute presentation to the class on its final analysis of these challenges, what has lead up to the challenges being problems, and what specific recommendations the team has for overcoming them. Each team will also prepare a 2-page, single-spaced memo for Daniel and Brooke that provides the team's underlying logic of its analysis and recommendations, linking these specifically to course concepts. The oral presentation counts for 10% and the memo for 15% of the final grade. More detail on this assignment will be handed out Week 3.

4. ***Peer Evaluation of Team Work (5%):*** At the end of the semester, you will evaluate yourself and each of your team members on what and how you and they contributed to the team organizational analysis.

General Information

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Disability Accommodations:

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: http://ds.umn.edu/student-services.html.

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of

confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.

Academic Freedom and Responsibility: *for courses that do <u>not</u> involve students in research*

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

Grading and Transcripts:

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following. For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html

A	Above 93	4.000 - Achievement is outstanding relative to the level necessary to meet course requirements
A-	90-92	3.667
B+	87-89	3.333
B	83-86	3.000 - Achievement is significantly above the level necessary to meet course requirements
B-	80-82	2.667
C+	77-79	2.333
C	73-76	2.000 - Achievement meets the course requirements in every respect
C-	70-72	1.667
D+	67-69	1.333
D	63-66	1.000 - Achievement is worthy of credit even though it fails to meet fully the course requirements
S		Achievement is satisfactory, which is equivalent to a C- or better.

PA5011- Course at a Glance
Fall 2018

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<tr><td colspan="4" align="center">Introduction to Organizations and Management</td></tr>
<tr><td>Weeks/Topic/Dates</td><td>Class 1 (Tuesday)</td><td>Class 2 (Thursday)</td><td>Assignments Due</td></tr>
<tr><td>1. Course Introduction
9/4 and 9/6</td><td>Course and class introductions</td><td>What's management got to do with it?
Discussion of VA materials</td><td></td></tr>
<tr><td>2. Organizations and values
9/11 and 9/13</td><td>Complexity of organizational types</td><td>Public values creation and managerial ethics considered
Series of mini-cases</td><td></td></tr>
<tr><td>3. Beginning the work
9/18</td><td>Teams formed and develop agreements on norms and expectations</td><td>See below-this class session starts a new course segment</td><td></td></tr>
<tr><td colspan="4" align="center">The External Environment and Policy Fields</td></tr>
<tr><td>Weeks/Topic/Dates</td><td>Class 1 (Tuesday)</td><td>Class 2 (Thursday)</td><td>Assignments Due</td></tr>
<tr><td>3. Understanding the environment
9/20</td><td></td><td>The external environment</td><td>Draft expectations agreement due at end of week; upload to Canvas</td></tr>
<tr><td>4. Stakeholders and inter-organizational power
9/25 and 9/27</td><td>Case application (Langston Hughes Performing Arts Institute)</td><td>Inter-organizational partnerships and power</td><td>Teams choose their target organizations before 9/27 class; upload description to Canvas</td></tr>
<tr><td>5. Policy fields
10/2 and 10/4</td><td>Policy field analysis</td><td>Case application (LHPAI, con't)</td><td>Memo #1 (graded, practice memo) due by 10/7, 11:59 pm</td></tr>
<tr><td>6. Oral briefs on external environment issues
10/09 and 10/11</td><td>Briefs done during class time</td><td>Briefs done during class time</td><td>Oral policy briefs

ASP #1 due by 10/14, 11:59 pm</td></tr>
<tr><td colspan="4" align="center">Organizations and How They Work</td></tr>
<tr><td>Weeks/Topic/Dates</td><td>Class 1 (Tuesday)</td><td>Class 2 (Thursday)</td><td>Assignments Due</td></tr>
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7. Work Groups 10/16 and 10/18	Group decision-making and conflict	In-class simulation	Memo #2 due by Sunday 10/21, 11:59 pm
8. Organizational structure 10/23 and 10/25	Varieties of organizational structures	*Case application (One Acre Fund)*	.
9. Organizational systems 10/30 and 11/1	Operations and organizational "technology"	*Case application (Making Work Pay)*	ASP #2 due by 11/04 at 11:59 pm
10. Organizational culture and change 11/6 and 11/8	Culture and change	*Case application (Search & Rescue)*	Memo #3 due by Sunday 11/11, 11:59 pm
11. People and work 11/13 and 11/15	The role of middle managers, street level bureaucrats, and the meaning of work	TBD - DC gone/ Class led by Brooke	ASP #3 due by Sunday, 11/18, at 11:59 pm.

At the Intersection of Organizations and Environments

Weeks/Topic/Dates	Class 1 (Tuesday)	Class 2 (Thursday)	Assignments Due
12. Nonprofit-Government relationships 11/20	The challenges of contracting and alternative models of government-nonprofit relationships	[no class on 11/22 – Thanksgiving!]	
13. Partnerships and collaborations 11/27 and 11/29	In class simulation on collaboration	Finish in-class simulation and de-brief	
14. Team presentations 12/4 and 12/6	Team presentations	Team presentations	Teams upload their final presentations and memos before class of their presentations
15. No class 12/11	No class		

DETAILED CLASS SESSION SCHEDULE

INTRODUCTION TO ORGANIZATIONS AND MANAGEMENT

PA5011-002
Cheng/ Dirtzu

Class / Date	Topics	Readings [NOTE: Full citations appear at end of syllabus]	Application	Ind'l Asgn Due	Team Asgn Due
Week 1 Class 1. 9/4	Course and class intro	Syllabus			
Class 2. 9/6	What's management got to do with it?	• Bolman L and T. Deal. (2013). Chapter 1 in *Reframing Organizations, 5th Edition.* • Capelli, Singh, Singh & Useem. (2010). "Leadership lessons from India." *HBS course pack* • Mintzberg. (1990). "Manager's job: Folklore and fact." *HBS course pack.* *Case: Troubles at the VA [materials on course Canvas site]* 1. What were the original problems here? What lead to them? Think from all 4 frames described by Bolman &Deal. 2. What has been done to try to solve these issues? 3. Why have these efforts not been totally successful? 4. What lessons could Robert Wilkie learn from today's readings?	Case discussion	Hand-in student cards with policy field preferences	
Week 2 Class 3. 9/11	Complexity of organizational types	• Kettl, D. (2015) "The job of government" • Rainey, H. (2014). "What makes public organizations distinctive?" • Battilana, Lee, Walker, and Dorsey (2012). "In Search of Hybrid Ideal." • Sabeti. (2017). "The emerging fourth sector, Executive summary." The Aspen Institute.			
Class 4. 9/13	Public values and ethics	• Bryson, Crosby & Bloomberg. (2014). Public value governance.			

			Application	Ind'l Asgn Due	Team Asgn Due
		• Dobel, J.P. Value driven leading: A management approach. *Mini cases:* • Strengthening Shady Groves Schools • Modifying programs at New Tomorrow	Case discussion		
Week 3 Class 5. 9/18	Team formation and norms	• Schwartz (2004). Effective Group Work • Woolley et al (2010) Evidence for a collective intelligence factor (and accompanying media piece) • Casciaro, T., & Lobo, M.S. (2005). Competent jerks, lovable fools, and the formation of social networks. *Harvard course pack*	Students put into their work groups; groups meet to discuss norms and expectations agreement	DC to hand out Team Organizational Analysis project	Draft norms agreement due end of week; upload to Canvas
Class 6. 9/20	See below				

THE EXTERNAL ENVIRONMENT OF ORGANIZATIONS

Class/ Date	Topics	Readings [NOTE: Full citations appear at end of syllabus]	Application	Ind'l Asgn Due	Team Asgn Due
Week 3 Class 6. 9/20	Understanding the environment	• Rainey, H. (2014). "Analyzing the Environment of Public Organizations?" • Bryson (2004) What to do when stakeholders matter **(especially, pp. 21-31)**		DC to hand out Memo #1 on LHPAI (practice) assignment	
Week 4 Class 7. 9/25	Stakeholders and the	*Case: Community engagement for organizational change: Planning for a sustainable future for the City of Seattle's Langston Hughes Performing Arts Institute.*	Case discussion		

	complexity of interests	*Study questions:* 1. *What are the competing values at play regarding LHPAI? Think about this from various perspectives – a staff member, Randy, an Arts Commissioner, etc. What values do they bring to the Action Committee?* 2. *Given diverse values, what are the risks/opportunities of conducting this form of community engagement? Assess Randy's efforts and strategy so far.*			
Class 8. 9/27	Inter-organizational relationships and power	• Hardy, C. and S. Clegg. (2006) Some Dare Call It Power. • Hardy, C. and N. Phillips (1998) Strategies of engagement • Bryson (see week 3), sections that focus specifically on power differentials among stakeholders	Begin mapping the external environment of team project organization		Before class, teams choose target organization after feedback from Daniel and Brooke
Week 5 Class 9. 10/2	Policy Action Fields	• Sandfort J & Stone MS (2008) Analyzing policy fields: Helping students understand state and local contexts • Fligstein and McAdam (2011). Toward a general theory of strategic action fields.	Teams continue mapping the environment for their organizations	DC to handout Oral Policy Brief assignment for Week 6	
Class 10. 10/4	Pulling it together	• Quick and Feldman. (2011). Distinguishing participation and inclusion. *Case: Conclude discussion of LHPAI case above*	Case discussion After case discussion, students pair up to go	Practice Individual Memo assignment: bring draft	

		Study questions: 1. *Randy faces an important dilemma at the end of the case – what should he do?*	over practice memo and get/give feedback	memo class to discuss with a partner(s) **Upload to Canvas Memo #1 on LHPAI case by Sunday, 10/7, 11:59 pm.**	
Week 6 Classes 11 & 12 10/09 & 10/11	Oral policy briefs	Oral policy briefs done during class time		Oral policy brief DC to handout Memo #2 on CSUH assignment\ **Upload to Canvas ASP #1 by 10/14 at 11:59 pm.**	
ORGANIZATIONS AND HOW THEY WORK					
Class/ Date	**Topics**	**Readings [NOTE: Full citations appear at end of syllabus]**	**Application**	**Ind'l Asgn Due**	**Team Asgn Due**
Week 7		• Revisit Schwartz reading from Week 3			

Class 13 10/16	Work Groups: Decision-making and conflict	• Eisenhardt, K.., J.L. Kahwajy & L.J. Bourgeois III. (1997) How management teams can have a good fight *(Harvard case packet)*. • Shore et al, (2011) Inclusion and diversity in work groups	Start Carver State University Hospital simulation		
Class 14 10/18	Group decision-making and conflict, con't	*Case: Carver State University Hospital (CSUH) Simulation*	Finish CSUH simulation	**Upload to Canvas Memo #2 on CSUH by Sunday, 10/21, 11:59 pm.**	
Week 8 Class 15 10/23	Organizational structure	• Bolman L and T. Deal. (2013). Chapters 3 & 4 in *Reframing Organizations, 5th Edition*. • Bernstein, E. and N. Nohria (2016) Note on organizational structure *Harvard course pack* • Watkins-Hayes, Celeste. (2011) Race, respect, and red tape: Inside the black box of racially representative bureaucracies.	Teams map basic structure of their organizations and relate to external environment	DC to hand out Memo Asgn #3 on *Search and Rescue*	
Class 16 10/25	Organizational structure con't.	*Case: One Acre Fund: People Make a Business (Harvard course pack)* *Study questions:* 1. *Evaluate the organizational structure of One Acre Fund (see Exhibits as well as text). What are the advantages and disadvantages overall of this model of shared leadership?* 2. *One Acre Fund places an emphasis on "hire, retain, develop" for its human resources. How does it operationalize this strategy? How does it show up in its organizational structure?* 3. *Is the organization well-positioned, using its current structure, to be truly global?*			

Week 9 Class 17 10/30	Organizational "technology"	• Sandfort, J. (2010) Human Service Organizational Technology.	Teams map operations of their organizations		
Class 18 11/1	Application	*Case: Making Work Pay (A)* 1. Map out the process of the Jobs Plus program. What are its assumptions? 2. What does this process look like if you are a resident of RV? Where are mismatches? 3. What programs changes would you recommend to Alice?		**Upload ASP #2 (organization structure and operations) by Sunday, 11/4, 11:59 pm**	
Week 10 Class 19 11/6	Culture and change	• Schein E (2004), chapter 1. "The Concept of Organizational Culture" and chapter 2, "The Levels of Culture." • Revisit Dobel on Managerial Ethics, Week 3/Class 6. • Meyerson, D. and M. Scully. (1995). Tempered Radicalism and the Politics of Ambivalence and Change. • Kotter, J.P. (2007). Leading Change: Why Transformation Efforts Fail. *Harvard Business Review*			
Class 20 11/8	Application	*Case: Search and Rescue* 1. If you were one of the former Jeep Patrol members at the 9PM meeting, how are you feeling right now and why? 2. What were some of the biggest indicators that something needed to change? 3. How could the process have been better? Do you think there could have been a way for change to really happen without a split occurring?		**Upload to Canvas Memo #3 on *Search and Rescue* by Sunday, 11/11, 11:59 pm.**	

Week 11 Class 21 11/13	Managing in the middle, street level bureaucrats, and the meaning of work	• Huy, Q. N. (2001). In praise of middle managers. • Maynard-Moody, Steven, and Michael Musheno. (2012) Social Equities and Inequities in Practice: Street-Level Workers as Agents and Pragmatists. • Rosso, Brent D, Kathryn H Dekas, and Amy Wrzesniewski. (2010). "On the meaning of work: A theoretical integration and review."	Look back at the One Acre Fund case from Week 8 and think about what it is like to be a middle manager, field staff, and top manager in this organization. What is their "meaning of work," do you think?		
Class 22 11/15	TBD - DC Gone. Brooke takes the class			**Upload ASP #3 by Sunday, 11/18, 11:59 pm**	

AT THE INTERSECTION OF ORGANIZATIONS AND THEIR ENVIRONMENTS

Class/ Date	Topics	Readings [NOTE: Full citations appear at end of syllabus]	Application	Ind'l Asgn Due	Team Asgn Due
Week 12 Class 23. 11/20	Government-NP relationships Contracting	• Smith, Steven Rathgeb (2010) The Political Economy of Contracting and Competition • Cheng, Yuan (2018) Nonprofit Spending and Government Provision of Public Services: Testing Theories of Government-Nonprofit Relationships			
Class 24. 11/22	Thanksgiving	No Class!			

Week 13 Class 25. 11/27	Collaborations	• Mcguire, M. & Agranoff, R. (2011) The Limitations of Public Management Networks. *Public Administration* • Huxham C (2003) Theorizing Collaboration Practice *Case simulation: The Great Pacific Garbage Patch* *Read case before class and specific/confidential information for your role*	In class simulation: The Great Pacific Garbage Patch		
Class 26. 11/29	Collaborations continued		Finish simulation and debrief		
Week 14 Classes 27 and 28. 12/4 and 12/6	Team Presentations/ Course evaluation				**Teams upload final reports and presentations to Canvas before class on day of their presentation**
Week 15 Class 29 12/11	No class				

Citations for Readings by Week

<u>Week 1.</u>
1. Bolman, L. G., & Deal, T. E. (2013). Chapter 1. In *Reframing organizations: Artistry, choice and leadership*. John Wiley & Sons.
2. Capelli, P., Singh H., Singh, J. and M. Useem. (2010). "Leadership lessons from India." *Harvard Business Review*. Reprint R1003G.
3. Mintzberg, H. (1990). "Manager's job: Folklore and fact." *Harvard Business Review Classic*. Reprint 90210.

<u>Week 2.</u>
1. Kettl, D. (2015). The Job of Government: Interweaving Public Functions and Private Hands. *Public Administration Review, 75*(2), 219-229.
2. Rainey, H. (2014). "What makes public organizations distinctive?" (chp. 3) In <u>Understanding and Managing Public Organizations</u> (pp.53-85). San Fransisco, CA: Jossey-Bass.
3. Bryson, J.M., Crosby, B.C., and Bloomberg, L. (2014). "Public Value Governance: Moving beyond Traditional Public Administration and the New Public Management." *Public Administration Review* Vol.74 (4):445-456.
4. Battiliana, J., Lee, M., Walker, J., & Dorsey, C. (2012). In search of the hybrid ideal. *Stanford Social Innovation Review*, *10*(3), 50-55.
5. Sabeti, H. (2017). "The emerging fourth sector, Executive Summary." The Aspen Institute.
6. J. Patrick Dobel, no date, "Value Driven Leading: A Management Approach." Electronic Hallway, Evans School of Public Policy and Governance, University of Washington.
7. *Cases from Electronic Hallway:* "Strengthening Shady Grove Schools" and "Modifying Programs at New Tomorrow."

<u>Week 3.</u>
1. Schwartz, R.M. (1994). "What makes work groups effective?" *The Skilled Facilitator*. San Francisco, CA: Jossey-Bass, 19-41.
2. Woolley, A., Chabris, C., Pentland, A., Hashmi, N., & Malone, T. (2010). Evidence for a Collective Intelligence Factor in the Performance of Human Groups. *Science, 330*(6004), 686-688.
3. Casciaro, T., & Lobo, M.S. (2005). Competent jerks, lovable fools, and the formation of social networks. *Harvard Business Review*, June, 92-99.
4. Rainey, H. (2014). "Analyzing the Environment of Public Organizations?"
5. Bryson, J. (2004). "What to do when stakeholders matter." *Public Management Review 6(1),* **especially pp. 21-31.**

<u>Week 4.</u>

1. Hardy, C. and S. Clegg. (2006). Some Dare Call It Power. In S. Clegg, C. Hardy and W. Nord (eds.), *The Handbook of Organization Studies* (pp. 754-775). London: Sage.
2. Hardy C. and N. Phillips. 1998. "Strategies of engagement: Lessons from the critical examination of collaboration and conflict in an IO domain." *Organization Science* 9(2): 217-230.
3. Rest of Bryson article (see Week 3) for the Power v. Interest Grid and other related stakeholder analysis tools
4. *Case from E-PARCC: Community engagement for organizational change: Planning for a sustainable future for the City of Seattle's Langston Hughes Performing Arts Institute.*

Week 5

1. Sandfort, J., & Stone, M. (2008). Analyzing Policy Fields: Helping Students Understand Complex State and Local Contexts. *Journal of Public Affairs Education, 14*(2), 129-148.
2. Fligstein, N. and D. McAdam (2011). Toward a general theory of strategic action fields. *Sociological Theory. Vol. 29(1):1-26.*
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No readings

Week 15.
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