

**PPPA 6004 - Managing Public Organizations**  
**Fall 2020**  
Syllabus

Professor: Janice Shack-Marquez  
[shackmarquez@gwu.edu](mailto:shackmarquez@gwu.edu)

Office Hours: By appointment only:  
<https://janiceshackmarquez.youcanbook.me/> (by phone or Zoom)  
Phone: 703-216-6630

Class meeting: Wednesdays 6:10 pm – 8:00 pm  
Online: Zoom link: <https://us02web.zoom.us/j/85791545421>  
Zoom password: PPPA6004

Required text: There is no required text. All readings are available via Blackboard. Some case studies are available on Blackboard. Four case studies are only available for purchase through Harvard Business Publishing (HBP) using the course pack link below. You will have to pay for these four cases.  
COURSEPACK LINK: <https://hbsp.harvard.edu/import/747459>

**Course Description**

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

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

**Student Learning Objectives**

The two key learning outcomes for the course are to:

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

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

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

## Grading

Your grade will be based on the following:

Category	Grade Weight	Notes
Class participation	20%	This includes participation in discussion forums
Class participation self-evaluation	0%	The self-evaluation is not graded. However, you will lose class participation points if you fail to submit your self-evaluation.
Ten weekly one-page writing assignments	50%	5 percent each
Leadership Profile	20%	
Final paper	10%	

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

## ASSIGNMENTS

### I. Class Participation

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

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

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

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

## II. Weekly Writing Assignments

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

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

All assignments should be in Microsoft Word. No PDFs.

It is your responsibility to make sure that you are able to access Blackboard to make your submissions on time. All work must be submitted by the assigned deadline in order to receive full credit. Only extreme circumstances warrant exceptions. Submissions received up to 24 hours late (unexcused) will receive no more than half credit. No unexcused late submissions are accepted more than 24 hours late. Before the submission deadline, you may request an extension for an excused late.

## III. Discussion Forums

From time to time, I will post discussion questions on Blackboard. You will have the opportunity to share your views and that contribution will count toward your participation grade.

## IV. Leadership Profile

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

- **Leadership Profile due Sunday, November 15 at 11:59 p.m. Submit through Blackboard.**

Through first-person interviews, recall and secondary sources (such as media interviews and biographies), you will conduct an analysis of this leader focusing on strengths, weaknesses, opportunities for growth and barriers to their success. *(It is expected that you will gather the preponderance of information through a first-person interview. It is a great opportunity to do an informational interview and/or get to know a leader you admire. Talk with someone in Trachtenberg Career Services if you are searching for a leader.)* You should then carefully consider what you have learned about this leader that informs your own personal goals as a

leader. How will you apply those lessons to yourself and identify a specific goal that you will work to achieve over the next year.

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

Weak goal: Read a book on communication

SMART goal: Read *Get Organized for Success* over the Thanksgiving Break

SMART and very ambitious goal: Take a public speaking course over the summer and give one public speech

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

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

As you identify your personal goal, consider why your plan may or may not work. *Opportunities* represent the resources to which you have access and *threats* represent barriers you will face.

Consider personal (e.g., personality, needs, motivations and skills) and environmental/situational factors. What can be done to overcome the threats and/or use your opportunities to address those threats as you work toward your goal?

Important points to keep in mind for this assignment:

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

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

The leadership profiles will be graded according to a rubric that can be found on Blackboard under "Rubrics".

#### IV. Final Paper

- **Final paper is due Wednesday, December 16 at 11:59 pm. Submit through Blackboard.**

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

Your presentation can be in one of three formats:

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

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

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

## Class Schedule

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

<b>Week 1 (Sept 2): Course introduction and overview</b>	
Reading	<ul style="list-style-type: none"><li>• Hal Rainey, "Funeral in the Public Service Center." Come to class prepared to discuss what you would do if you were the A.D.</li></ul>
Assignment	No writing assignment for week 1.
<b>Week 2 (Sept. 9): Management and Leadership: Is there a Difference?</b>	
Reading	<ul style="list-style-type: none"><li>• John Kotter, "What Leaders Really Do," <u>Harvard Business Review</u>, December 2001.</li></ul>
Assignment	Week 2 writing assignment: <b>submit through Blackboard by 9:00 am the day of class.</b> The writing assignment should include your response to the article on the Week 2 reading list.
<b>Week 3 (Sept. 16): Leadership Styles</b>	
Reading	<ul style="list-style-type: none"><li>• Daniel Goleman, "Leadership that Gets Results," <u>Harvard Business Review</u>, March-April 2000.</li></ul>
Case	<ul style="list-style-type: none"><li>• "Leadership Styles," Harvard Business School Case ESMT-413-0140-8.</li></ul>
Assignment	Week 3 writing assignment: <b>submit through Blackboard by 9:00 am the day of class.</b> The writing assignment can include responses to the article on the Week 3 reading list. Students should also come to class prepared to discuss "Leadership Styles."

Week 4 (Sept. 23): Managing Yourself	
Reading	<ul style="list-style-type: none"> <li>• Daniel Goleman, "Primal Leadership: The Hidden Driver of Great Performance," <u>Harvard Business Review</u>, December 2001.</li> </ul>
Case	<ul style="list-style-type: none"> <li>• "Leading Change Through Unprecedented Times: Nancy Sims and The Robert A. Toigo Foundation," Harvard Business School Case NA0456-PDF-ENG</li> </ul>
Assignment	<p>Week 4 writing assignment: <b>submit through Blackboard by 9:00 am the day of class.</b> The writing assignment should include your response to the article on the Week 4 reading list. Students should also come to class prepared to discuss the Toigo case.</p>

Week 5 (Sept. 30): Managing others: What Do Managers Do?	
Reading	<ul style="list-style-type: none"> <li>• Linda Hill and Kent Lineback, "Are You a Good Boss – Or a Great One?" <u>Harvard Business Review</u>, January 2001.</li> <li>• Gillian B. White, "Black Workers Really Do Need to Be Twice as Good," <u>The Atlantic</u>, October 7, 2015.</li> <li>• Take any one of the tests found at Project Implicit: <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></li> </ul>
Case	<ul style="list-style-type: none"> <li>• "Barbara Norris: Leading Change in the General Surgery Unit," Harvard Business School Case 409-090,</li> </ul>
Assignment	<p>Week 5 writing assignment: <b>submit through Blackboard by 9:00 am the day of class.</b> The writing assignment can include responses to one or more of the articles on the Week 5 reading list. It should also include your reaction to the test you took at Project Implicit.</p> <p>Students should also come to class prepared to discuss the Barbara Norris case.</p>

<b>Week 6 (Oct 7): Managing Others: Motivation</b>	
Reading	<ul style="list-style-type: none"> <li>• Nohria, “Employee Motivation: A Powerful New Model”</li> <li>• Daniel Pink, “The Puzzle of Motivation” <a href="http://www.ted.com/talks/dan_pink_on_motivation">http://www.ted.com/talks/dan_pink_on_motivation</a></li> </ul>
Assignment	Week 6 writing assignment: <b>submit through Blackboard by 9:00 am the day of class.</b> The writing assignment can include responses to the article and/or the video on the Week 6 reading list.

<b>Week 7 (Oct. 14): Conversational Competence</b>	
Reading	<ul style="list-style-type: none"> <li>• Boris Groysberg and Michael Slind, “Leadership is a Conversation,” <u>Harvard Business Review</u>, June 2012.</li> <li>• William Ury, “The Power of Listening,” TED talk, <a href="https://www.youtube.com/watch?v=saXfavo1OQo">https://www.youtube.com/watch?v=saXfavo1OQo</a></li> <li>• Celeste Headlee, “10 Ways to Have a Better Conversation,” TED talk, <a href="http://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation">http://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation</a></li> </ul>
Assignment	Week 7 writing assignment: <b>submit through Blackboard by 9:00 am the day of class.</b> The writing assignment can include responses to the article and/or either of the videos on the Week 7 reading list.

<b>Week 8 (Oct. 21): Feedback</b>	
Reading	<ul style="list-style-type: none"> <li>• Douglas Stone and Sheila Heen, “Thanks for the Feedback,” <u>Rotman Management</u>, Spring 2014.</li> <li>• Aysa Gray, “The Bias of “Professionalism” Standards,” <u>Stanford Social Innovation Review</u>, June 4, 2019.</li> </ul>
Assignment	Week 8 assignments: <ul style="list-style-type: none"> <li>• <b>Submit through Blackboard by 9:00 am the day of class:</b> <ul style="list-style-type: none"> <li>○ Your completed participation self-assessment.</li> <li>○ The writing assignment can include responses to one or both articles on the Week 8 reading list.</li> </ul> </li> </ul>



<b>Week 9 (Oct. 28): Managing Up and Followership</b>	
Reading	<ul style="list-style-type: none"> <li>Linda Hill and Kent Linebeck, "Don't Forget Your Boss: Make the Most of this Critical Relationship," from <u>Being the Boss</u>, Harvard Business School Publishing, 2010.</li> <li>Ira Chaleff, <u>The Courageous Follower</u>, Berrett Koehler Publishers, 2009, pages 1-55.</li> </ul>
Assignment	Week 9 assignment: <b>submit through Blackboard by 9:00 am the day of class</b> . The writing assignment can include responses to one or both articles on the Week 9 reading list.

<b>Week 10 (November 4): Organizational Culture</b>	
Reading	<ul style="list-style-type: none"> <li>Francesca Gino and Bradley Staats, "Why Organizations Don't Learn," <u>Harvard Business Review</u>, November 2015.</li> </ul>
Assignment	Week 10 writing assignment: <b>submit through Blackboard by 9:00 am the day of class</b> . The writing assignment should include response to the article on the Week 10 reading list.

<b>Week 11 (Nov. 11): Managing Change</b>	
Reading	<ul style="list-style-type: none"> <li>John Kotter, "Leading Change: Why Transformation Efforts Fail," <u>Harvard Business Review</u>, January 2007.</li> <li>Rosabeth Moss Kanter, "Leadership for Change: New Challenges and Enduring Skills," <u>Evolve, Succeeding in the Digital Culture of Tomorrow</u>, Harvard Business School Press, 2001.</li> </ul>
Case	<ul style="list-style-type: none"> <li>"Michelle Rhee and the Washington DC Public Schools," Harvard Kennedy School Case 1957.0.</li> </ul>
Assignment	No writing assignment for this week. Work on your leadership profile. Come to class prepared to discuss the Michelle Rhee case.
<b>Nov. 15</b>	<b>Leadership Profile Due at 11:59 pm</b>

<b>Week 12 (Nov. 18): Principled management in the public sector</b>	
Reading	<ul style="list-style-type: none"> <li>• Mahzarin Banaji, et.al., “How (Un)Ethical Are You?” <u>Harvard Business Review</u>, December 2003.</li> <li>• Laura Morgan Roberts and Anthony Mayo, “Toward a Racially Just Workplace,” <u>Harvard Business Review</u>, Digital Article, 2020.</li> </ul>
Assignment	Week 12 writing assignment 4: <b>submit through Blackboard by 9:00 am the day of class.</b> The writing assignment can include responses to one or both of the articles on the Week 12 reading list.

<b>Week 13 (Dec. 2): Managing in the Public Interest: When, how and why?</b>	
Reading	<ul style="list-style-type: none"> <li>• John Bryson, et.al., “Designing Public Participation Processes,” <u>Public Administration Review</u>, Jan/Feb 2013.</li> </ul>
Case	<ul style="list-style-type: none"> <li>• South Park A</li> </ul>
Assignment	No writing assignment for this week. Come to class prepared to discuss South Park A.
<b>Week 14 (Dec. 9): Managing in the Public Interest: Who?</b>	
Reading	<ul style="list-style-type: none"> <li>• John Bryson, “What to do When Stakeholders Matter,” <u>Public Management Review</u>, 2004.</li> <li>• John Clayton Thomas and Theodore H. Poister, “Thinking About Stakeholders of Public Agencies: The Georgia Department of Transportation Stakeholder Audit,” <u>Public Organization Review</u>, 2009.</li> </ul>
Case	<ul style="list-style-type: none"> <li>• South Park B</li> </ul>
Assignment	No writing assignment for this week. Come to class prepared to discuss South Park B. Work on your final paper.
<b>Dec. 16</b>	<b>Final Paper Due at 11:59 pm</b>

**Grading Scale (Based on percentage)**

92.5+	A	Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional professional quality.
90.0-92.4	A-	Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well-reasoned, and meets professional standards.
87.0-89.9	B+	Good: Sound work for a graduate student; well-reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.
82.5-86.9	B	Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.
80.0-82.4	B-	Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A B- average in all courses is not sufficient to sustain graduate status in good standing.)
77.0-79.9	C+	Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.
72.5-76.9	C	Deficient – see above
70.0-72.4	C-	Deficient – see above
Less than 70.0	F	Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

## Relevant Policies

**Syllabus:** This syllabus is your guide to the course. If any questions arise, please check the syllabus before contacting me. Sound educational practice requires flexibility and I may revise content during the semester. Please be generous in sharing notes with each other.

**Technology:** You may be new to online learning, and that's okay. I suspect we will all have to deal with technological hiccups, especially at first. My advice for our classes, all of which are synchronous sessions:

- Make sure you are some place reasonably quiet, so that you can hear me and we can hear you.
- Keep your video on.
- Make sure you have a strong-enough signal; public wi-fi is probably not good enough.
- Try several devices to see which one works best for you. Zoom is supposed to work across all operating systems.

If you absolutely can't attend a synchronous session one week, you will be able to view a recording of it.

### Virtual academic support

A full range of academic support is offered virtually in Fall 2020.

See <https://coronavirus.gwu.edu/top-faqs>

[Writing and research consultations](#) will also be available online. Coaching, offered through the [Office of Student Success](#), will also be available in a virtual format.

Academic Commons offers several short videos addressing different [virtual learning strategies](#) for the unique circumstances of the Fall 2020 semester. They also offer a variety of [live virtual workshops](#) to equip students with the tools they need to succeed in this new environment.

**Etiquette:** We all know what it means to act appropriately in a class, whether in person or in an online setting. Believe it or not, from time to time, I have a student who forgets the basics.

Therefore, I will ask you to remember to:

- Remain professional, respectful, and courteous at all times.
- On the discussion board, proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.
- Use relevant subject and thread lines.

I reserve the right to delete any post on the discussion board that I deem to be inappropriate, without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

**Late or Missed Class:** Attendance is required. Any unexcused absence will result in a deduction from your grade. If you are late or absent from class, you must obtain all announcements, assignments, and handouts from Blackboard or classmates.

**Submission of Written Work Products:** It is your responsibility to make sure that you are able to access Blackboard to make your submissions on time. All work must be submitted by the assigned due date in order to receive full credit. Only extreme circumstances warrant exceptions. Submissions received up to 24 hours late (unexcused) will receive no more than half credit. No unexcused late submissions are accepted more than 24 hours late. Before the submission deadline, you may request an extension to submit your assignment late.

**Academic Honesty:** All examinations and other graded work products are to be completed in conformance with the George Washington University Code of Academic Integrity. It states, in part: "Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." 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." For the remainder of the code, and for more information about standards for conduct as well as your rights as a student, see <https://studentconduct.gwu.edu/>.

**Incompletes:** You must request an incomplete no later than the last day of classes in the semester. You will fill out the CCAS contract for incompletes for both of us to sign and you will submit a copy to the School Director. Go to <http://bulletin.gwu.edu/university-regulations/university-regulations.pdf> for the full policy on incompletes.

**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.

**Accommodation for Students with Disabilities:** If you need extra time on exams or assignments due to a disability, let me know in the first week of class. Any student who may need an accommodation based on the potential impact of a disability should also 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: <https://disabilitysupport.gwu.edu/>.

**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. <https://healthcenter.gwu.edu/counseling-and-psychological-services>.

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

**University Policy on Religious Holidays:** Respect for diversity is one of GW's core values, extending to all aspects of our community. In keeping with this value, the university has adopted guidelines, recommended by the Faculty Senate, that ensure students and faculty may observe religious holidays without academic penalty:

- That students notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance;
- That faculty continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations;
- That faculty who intend to observe a religious holiday arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities;
- That, prior to each semester, the administration circulate to faculty a schedule of religious holidays most frequently observed by GW students;
- That student members of other religious groups are also entitled to the same courtesies and accommodations; and
- That the administration conveys this policy to students by including it in the schedule of classes and other places deemed appropriate.

### **Civility in The Classroom**

Higher education works best when it becomes a vigorous and lively marketplace of ideas in which all points of view are heard. Free expression in the classroom is an integral part of this process. At the same time, higher education works best when all of us approach the enterprise with empathy and respect for others, irrespective of their ideology, political views, or identity. We value civility because that is the kind of community we want, and we care for it because civility permits intellectual exploration and growth.

### **Out-Of-Class Learning**

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