

**IDS4930: Public Service Management & Leadership**  
**Spring 2023: January 9 – April 26**

**Instructor:**

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**Office Hours:**

Mondays: 2:30 PM – 4:00 PM and Thursdays: 9:00 AM – 10:15 AM in-person or Zoom (link provided in Canvas)

**Class Hours/Location:**

Tuesdays, 10:40 AM – 11:30 AM and Thursdays, 10:40 AM – 12:30 PM in Matherly 0113

**Course Description:**

**Overview**

This is an upper-level interdisciplinary studies course that will serve as an introduction to managing and leading public service organizations. You have taken this class because you want to have a positive impact on the world. Your interest could be affordable housing, sustainable cities, access to quality health care, food security, arts & culture or afterschool programs. You may want to work in non-profits, local, state or national government, or the philanthropic arm of a for-profit company. You could also be focused on ensuring public policies are based on the best possible evidence, that non-profits are financially solvent and measure their impact, or that staff are treated fairly and respectfully. Whatever your individual passion, you can only realize that by mastering organizational processes. Organizations are how work gets organized, coordinated, and accomplished. Knowing how these entities work, and how to work within them, are two of the most powerful tools you can have.

**Course Goals**

The goals of this course are to:

- Provide you with a broad overview of managing and leading public service organizations.
- Develop and enhance your management and leadership skills in the public and non-profit sectors.
- Make available to you the tools you need to diagnose and solve organizational problems; influence the actions of individuals, groups, and organizations; and lead impactful public service organizations.

**Course Objectives**

Through required readings, class discussions, individual assignments, and the group project, students should be able to:

- Identify and describe key concepts for managing and leading public service organizations.
- Discuss and explain tools that can be used to lead impactful public service organizations.

- Implement the use of key concepts and tools through their individual assignments, small group discussions, and the semester long group project.
- Examine the use of key concepts within area non-profits and local government.
- Through case study analysis, critique the use of key concepts in managing and leading organizations and make recommendations.
- Create a model public service entity that meets the required organizational elements (e.g., mission, strategy, structure, culture).

The course prepares you to achieve the objectives outlined below by providing you with fundamental frameworks and tools developed from the behavioral and social sciences and tested by leaders in organizations representing all sectors of the economy.

### **Course Materials:**

There is one required text for this course: Bolman, Lee G. and Deal, Terrence E. Reframing Organizations, Artistry, Choice and Leadership, 7<sup>th</sup> Edition, Published 2021.

The remaining readings will consist of scholarly articles, news articles, case studies, and other online resources. They will be available through Canvas or through the [UF Libraries website](#). If you need help navigating the library website, [tutorials are available here](#). From your computer, you will need to be on the [UF VPN Network](#).

### **Course Format:**

Each class will focus on a particular set of management skills. Our goal is to distinguish between effective and ineffective strategies. We will accomplish this by discussing key concepts and analyzing related cases. You will also complete a team project during the semester.

This course reflects a dual focus on theory and practice. The course readings introduce key concepts and useful ways of thinking about common situations in complex organizations. Case studies and class exercises provide opportunities for you to apply theories, concepts, and research findings to particular situations and sectors, and to hone your skills in problem definition and problem solving. The written assignments, including the team project, ask you to consolidate your insights and to practice your analytic skills.

A major component of this course is the team project. More information about the project can be found on Canvas in Assignments. You will have an opportunity to articulate your public service focus area, for example international development, affordable housing, healthcare, human rights, social justice or social entrepreneurship and together with one to two other students, you will create a public service organization with its own unique mission, structure, culture, products and/or services, logic model, and strategic plan. Periodically you will be asked to provide certain deliverables. Your team will conduct a brief presentation and write a paper on your organization, both of which are due at the end of the semester.

### **Preparing for Class:**

It is critical that you complete the readings for each session in advance. You and your classmates will not benefit as much from the class session if you come unprepared. Take time to analyze and absorb the readings and cases to prepare for class discussion. Many of the principles and issues involved are timeless and not limited only to organizations of a public service nature. Consequently, you should not rely on the copyright dates or specific organizational applications of either the readings or the cases in

evaluating usefulness. “Classic” readings and cases are included because they speak to important issues in useful, interesting, and time-tested ways. The articles and text provide key ideas and theoretical insights into human behavior and its impact on productivity and performance. To be sure you have grasped the point of each piece, ask yourself:

- What is the author’s main argument?
- What are the key concepts and principles introduced?
- Why do these concepts and principles matter?
- What are the implications for the kinds of challenges I face or will face as a leader, a manager, a policy analyst, an urban planner, or a financial analyst?
- How can I apply this to my campus involvement, my organization, my job or intended career?

**Meeting Expectations:**

A class like this requires careful attention to fairness and mutual respect for one another. You should attend all classes. It is especially important that you do not disturb your classmates by arriving late, leaving early, or causing other disruptions. While we are not a technology free classroom (see policy below), I do expect you to be an active participant in class discussion and reserve laptop or tablet use for group project time. During class please do not use your phone.

You will earn full class participation credit when you meet course expectations. Specifically, these are as follows: 1) Students are expected to attend every class on time (see [University attendance policies](#) for further information); 2) Students are expected to actively participate in class discussion a; 3) Students are expected to respect their classmates’ contributions; 4) If an absence is unavoidable, let me know; 5) Late assignments will be accepted, but points will be deducted.

**Class Participation:**

All class sessions involve active discussion based on the readings and cases, with an emphasis both on theoretical questions and practical implications. Be prepared to share your ideas and to listen to and interpret the issues presented by others. Your goal should be to contribute high quality, rather than high quantity, comments and questions. High quality comments and questions possess one or more of the following attributes:

- Relevance: How is your comment/question related to the current discussion?
- Accuracy: Do you use terms and concepts in ways that are consistent with definitions provided in readings and lectures?
- Analysis: Can you explain the reasoning behind your comment/question using careful analysis?
- Integration: Does your comment/question move the discussion forward by building on previous contributions with new insights?
- Individuality: Does your comment/question contribute a new perspective to the discussion, or does it simply repeat what others have already said?
- Application: Does your comment/question apply the theory and concepts to real-world situations?

**Assignments/Grading:**

In order to facilitate application of the class concepts, you will be asked to complete individual and team assignments. Specific assignments are listed below:

Assignment	Due Date
Team Charter	1/31

Case Analysis 1 (15%)	2/2
Organizational Mission Statement	2/7
Logic Model	2/16
Case Analysis 2 (15%)	2/21
Strategic Plan	2/23
Theory of Change	3/7
Culture Statement	3/23
Reflection Paper on Leadership (10%)	4/6
Team Presentations (10%)	4/18 and 4/20
Final Team Paper (15%)	4/25
Peer Evaluation	4/25
Final Assignment (20%)	5/4
Class Participation/Meeting Expectations (15%)	Each class period
Total: 100%	

I adhere to the University letter-to-grade conversion chart for all assignments and final grades. Grades ending in 0.5 or higher are rounded up to the nearest whole percentage point.

93 or above=A	90-92=A-	87-89=B+	83-86=B	80-82=B-	77-79=C+
73-76=C	70-72=C-	67-69=D+	63-66=D	60-62=D-	< 60=E (failing)

Individual written work will be evaluated using the following criteria:

- Theory: How well can you apply the conceptual material offered in readings and lectures?
- Data: How well do you utilize descriptive data to support your argument?
- Analysis: How well do you integrate theory and data to create a coherent and logical argument?
- Organization: How clear and well-organized is your presentation? Are all questions answered?
- Writing: How well do you reflect professional quality in grammar and writing style?
- Formatting: Assignments, including the team paper, should be written in a 12-point font, left justified, double-spaced, with 1-inch margins, numbered pages, and no longer than the specified page limit.

One general guideline to consider is to favor depth over breadth. That is, papers covering fewer topics tend to also display more thorough analysis than assignments trying to cover more topics.

### **Course Policies & Resources:**

#### **Email Policy**

Please include your first and last name and course information in the subject line of your email. When I receive your email, I will make every effort to respond in a timely manner, usually within 48 hours. Though you may receive a reply sooner than that, please do not expect an immediate response. Please treat all email correspondence with me as you would treat any other professional exchange. Emails should be respectful, polite and use complete sentences with correct grammar. Please use office hours, in-class time, and your syllabus to answer any questions you may have about course content. I will only contact you via your UF designated email address and Canvas. Please make sure your account is set such that you are able to receive these communications.

### **Technology Policy**

The use of technology in the classroom is a great way to engage with some material and collaborate on your team project. That said, cell phones and laptops are generally a distraction and detrimental to the classroom experience. They have the potential to take you “away” from the lecture and impede active engagement with your peers. While I do permit the use of laptops and tablets for notetaking and group project work, I encourage you to take notes with paper and pen during lecture and discussion. Please turn your phone off or on vibrate.

### **Academic Honor Policy**

UF students are expected to uphold the highest standards of academic honesty. Requirements, expectations, and violations can be found here:

<https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>. It is your responsibility to know university policies and procedures, and to hold yourself to the highest standards.

### **Academic Accommodations**

In keeping with the Americans with Disabilities Act (ADA) and University of Florida policy, students with disabilities needing academic accommodation should: 1) Register with and provide documentation to the Disability Resource Center; and 2) Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. The syllabus and other materials are available in alternative format upon request.

For more information about services available to UF students with disabilities, contact the Disability Resource Center at <https://disability.ufl.edu/contact-us/>.

### **Other Helpful Links**

UF Counseling and Wellness Center: <https://counseling.ufl.edu/>

UF Writing Center: <https://writing.ufl.edu/writing-studio/>

### **Course Evaluation**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **Syllabus Change Policy**

Except for changes that substantially affect the parameters of evaluation, including grading and the scheduling of the final exam, this syllabus is subject to change at the discretion of the instructor. You will be notified in advance in class and via your university registered email contact about any changes.

### **Course Schedule:**

#### **Prior to Session 1. (class begins Tuesday, January 10)**

- Log on to Canvas and tour the course site, including the syllabus and grading policy
- Review the Syllabus and come to the first class with one question or comment

### **Session 1: Overview of Course and Introductions (January 10)**

Complete: Survey from Textbook found on Canvas. Send results to instructor by January 11

### **Session 2: Making Sense of Organizations (January 12)**

Objective: To understand the different ways we can make sense of organizations

- Read: Chapters 1 and 2 in Bolman & Deal
- Read Case: Goodbye to Happy Hour, University of Washington (Canvas/NASPAA Publicases)

### **Session 3: Team Formation (January 17)**

Objective: To understand how to build a team for success

- Read: Chapter 5 in Bolman & Deal

### **Session 4: Managing Your Team for Success (January 19)**

Objective: To review strategies for effective team management and review team project

- Read: Duhigg, Charles. (2016). What Google Learned From Its Quest to Build the Perfect Team. The New York Times Magazine, February 25, 2016. (Canvas)
- Project Team: Form project teams by end of week 4

### **Session 5: Managing Conflict (January 24)**

Objective: To understand the collaborative approach to conflict management

- Read: Whetten, David and Cameron, Kim. (2016). Managing Conflict. Developing Management Skills, Chapter 8 (pp. 306-320), Pearson Education.

### **Session 6: The Strategic Planning Process (January 26)**

Objective: To learn the key features of strategic planning

- Read: Bryson, J. M. (1988). A Strategic Planning Process for Public and Nonprofit Organizations. Long Range Planning, 21, pp. 73-81.
- Read Case: Social Venture Partners International: The Challenge of Growing a Network, University of Washington (Canvas/NASPAA Publicases)

### **Session 7: Organization Structure (January 31)**

Objective: To learn what to consider when designing an organization's structure

- Read: Chapters 3 and 4 in text
- Read: Article on MTA at <https://www.nydailynews.com/new-york/ny-mta-cuts-nyc-transit-feinberg-20200713-xxvzjppk7bb4vg2fhprt6j6aym-story.html>
- Submit: Team Charter via email

### **Session 8: Organizational Culture (February 2)**

Objective: To discuss how to form an organization's culture

- Read: Chapter 12 in text
- Submit: Case Analysis 1

### **Session 9: Organizational Culture II (February 7)**

Objective: To continue discussion of forming an organization's culture

- Read: Chapter 13 and 14 in text and we will revisit Goodbye to Happy Hour
- Submit: Team Mission Statement

### **Session 10: Nonprofit and Public Sector HR (February 9)**

Objective: To understand differences between managing people in the nonprofit vs. the public sector

- Read: Rosenbloom, David & Kravchuk, Robert. (2015). Public Personnel Administration and Collective Bargaining. Public Administration (pp. 222-259). McGraw-Hill. (Canvas)

### **Session 11: People and Personnel (February 14)**

Objective: To review how to manage people strategically

- Read: Chapter 7 in text

### **Session 12: People and Personnel (February 16)**

Objective: To understand how to set goals and incentives to support productive behavior

- Read: Chapter 6 in text
- Read: Kerr, S. (1995). On the folly of rewarding A, while hoping for B. Academy of Management Executive, February, pp. 7-14. (Canvas)
- Submit: Team Logic Model

### **Session 13: Managing Diversity (February 21)**

Objective: To discuss how to manage a diverse workforce

- Read: (2020). Ely, Robin and Thomas, David. Getting Serious About Diversity. Harvard Business Review, November-December, pp. 115-122. (Canvas)
- Submit: Case Analysis 2

### **Session 14: Case Discussion (February 23)**

Objective: To better appreciate the challenges in creating a diverse organization

- Read Case: Stone, E. (2017). Fostering Success? An Equity Initiative Goes Sideways. The Electronic Hallway, University of Washington (Case Study). (Canvas)
- Submit: Team Strategic Plan

### **Session 15: Power and Influence I (February 28)**

Objective: To develop skills of the constructive politician

- Read: Chapter 9 in text

### **Session 16: Power and Influence II (March 2)**

Objective: To learn how to identify important political players and their sources of power

- Read: Chapter 10-11 in text

### **Session 17: Decision Making (March 7)**

Objective: To review the sources of systematic decision-making biases and to understand how to solve problems, including those with ethical dilemmas

- Read: Buchanan, L. & O'Connell, A. (2006). A Brief History of Decision-Making. Harvard Business Review, January, pp. 32-41. [TBD]
- Read: Campbell, A., Whitehead, J., & Finkelstein, S. (2009). Why Good Leaders Make Bad Decisions. Harvard Business Review, February, pp. 60-66.
- Submit: Team Theory of Change

### **Session 18: Ethical Decision-Making (March 9)**

Objective: To understand different ways to think about decisions with ethical consequences

***Our Spring Break is scheduled from March 13 – March 17. Enjoy!***

**Session 19: Ethical Decision-Making II (March 21)**

Objective: To practice making decisions with ethical consequences

- Read Case: Meine, M. F. & Dunn, T. (2014). Loyalty, Ethics, and Whistle Blowing. The Electronic Hallway, University of Washington. [Canvas]

**Session 20: Leadership (March 23)**

Objective: To understand the history of leading

- Read: Chapter 17 in text
- Read: Su, Amy. (2017). How New Managers Can Send the Right Leadership Signals. Harvard Business Review, July/August, pp. 2-5.
- Submit: Team Culture Statement

**Session 21: Leadership and the Four Frames (March 28)**

Objective: To understand leadership through the four frames

- Read: Chapters 15 and 16
- Guest Speaker – Dr. Taylor Stokes, Interim Director, UF's Brown Center for Leadership & Service

**Session 22: Leading Change (March 30)**

Objective: To review models on the strategic management of change

- Read: Chapter 19 in text

**Session 23: Sustaining Change (April 4)**

Objective: To understand the basic elements of program evaluation

- Read: Behn, R. D. (2003). Why Measure Performance? Different Purposes Require Different Measures. Public Administration Review, September/October, pp. 586-606.

**Session 24: Program Evaluation (April 6)**

Objective: To practice program evaluation

- Read: TBD measurement article
- Submit: Reflection Paper on Leadership

**Session 25: Reframing Ethics and Spirit (April 11)**

Objective: To use the frames to understand the ethical responsibilities of organizations and the moral authority of leaders.

- Read: Chapter 20 in text

**Session 26: Case Analysis (April 13)**

Objective: To use all four frames and leadership discussion to analyze a case study

**Sessions 27 & 28: Team Presentations (April 18 & April 20)**

In these two classes we will have team presentations and summarize the important information to take away from this course.

- Submit: Team Paper by April 25
- Submit: Peer Evaluation by April 25



**Session 29: Leading and Managing Public Service Organizations (April 25)**

In our last class we will hear from a panel of local practitioners about how they manage and lead in their public service organizations.

- Read: Background on panelists and their organizations (to be determined by April 3)

**Final Examination:** The final examination will be a case analysis and should be submitted by 5:00 PM on May 4 via Canvas.