**Leading Social Organizations   
Public Policy 4833 (Spring 2015)**

**Instructor:**  
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**Course Description and Learning Objectives**

Welcome to public leadership 2.0. Today's public leadership environment demands more creativity, innovation, and adaptability than ever. The pressure of leading in the public sphere is magnified by the demands of the electorate and elected officials, often pushing for immediate answers to complex and seemingly intractable problems. How can public leaders respond effectively to this situation? This course is designed to give the student a sound understanding of how to lead and manage change in public organizations, as well as the opportunity to explore new and innovative responses to public issues. A central theme of this course will be that many social and public problems will no longer yield to conventional methods. In many cases, governance will replace government, networks will replace hierarchies, and partnerships will be used instead of large-scale government intervention as a way to address social, technical, economic, and environmental issues. Some might refer to it as the new politics of getting things done in a networked world. As institutions become increasingly Balkanized and dominated by polarity, a new source of responding to societal issues is emerging in the form of collaboration, partnership, and ad-hoc networks of interested and affected parties. Students can expect a mix of simulation, negotiation exercises, case studies, small group discussion, presentation, and seminar discussion. This course will develop skills and knowledge pertinent to designing and responding to emergent complex societal challenges through innovative and dynamic leadership methods. Finally, students will gain the capability to employ new forms of leadership to address societal issues.

**How To Think About This Course**

Leading in social organizations requires that we consider at least two areas of thought. The first is to cultivate an understanding that most social organizations operate within one or more networks. The second is to see the work of each organization through a set of lenses that can provide insights into leadership options for change. This course uses each of those ideas to help the student increase their knowledge of social organizations, and perhaps most importantly, to improve the odds that they may someday lead them in an effective manner.

**What I Want You To Learn**

1. **Learn the material and learn to use the reading materials and the texts to state your case. The readings will set the backdrop for all discussions and give you a framework for understanding change in social organizations. In written assignments you will be evaluated on how well you use the materials to support your writing.**
2. **Learn to contextualize your learning by applying it to a real world organization. Through a field study, you will have the opportunity to master the material by applying it to an organization you are interested in.**
3. **Learn to sharpen your thinking by making concrete suggestions for organizational change. This requires a level of thinking above and beyond reading and memorization.**
4. **Learn that leading change in social organizations require new skills and a different way of thinking. Through simulations, discussion, and skill development we will explore what this new way of thinking and leading means for you.**

**Materials – Available at Engineers Bookstore**

Bolman, Lee G., and Terrence E. Deal. (2014). Reframing Organizations: Artistry, choice, and leadership. John Wiley & Sons

Managing Within Networks: Adding Value to Public Organizations

Robert Agranoff

Other materials and readings will be made available via t-square.

**Case Studies – 30% of Final Grade**

Students can expect to complete three formal written case studies, applying Bolman and Deals’ four-frame analysis and Agranoff’s Network Analysis Method to each case. The first case will be worth 5% of your grade, the second 10% and the third 15%. Assignments will be distributed via t-square. Assignments must be typed and turned in to the instructor on time.

This course makes use of case studies to reinforce organizational theory and principles. The intent of the case method is to allow the student to compare theory to actual situations, and thus internalize the lessons of the case. In general, written case studies will be limited to one per week. Students will be expected to read and prepare for each case assigned. The instructor will make specific assignments for each case during the semester.

**Field Study – 40% of Final Grade - Students Will Have 6 Weeks To Complete The Field Study – This Is A Team Assignment**

Guidelines for Organization Field Study

Choice of Site

A group may choose any organizational site of interest to the members. The site may be formal (a school, public agency, or business firm) or informal (a club, voluntary organization, or hospital waiting room). If you have questions about the appropriateness of a particular site, check with the instructor. (Sites within the Institute are convenient but sometimes present problems in writing the paper because they and the people in them are too close, and the analysis may be distorted by fear of saying the wrong thing.)

Approach to the Site

Usually, you will need to negotiate an agreement with the organization, though such an agreement may not be necessary if you are studying a public arena (for example, a restaurant, a retailer, a city council, or a public board). Mutual understanding is important if you are studying "backstage" in a system or if you wish to interview members of the organization.

We ask that you approach the organization in a spirit of caring and respect for the people there. At a minimum, you want to be sure that they do not feel harmed or "ripped off" as a result of your presence. Even better is for members of the organization to feel that your presence was a positive experience for them. For example, some groups in the past have agreed to provide a report of their analysis to members of the client organization (either in person or in writing). Usually, the report that you give to the host organization will not be the same as the one you write for class, since they serve different audiences and purposes. It is important that you be clear about what you will or will not provide.

We do not advise you to promise to provide consulting help (student groups often lack the skills and the experience in working together to undertake such work), but a discussion of your impressions might be very useful if your study site is interested.

Methods of Study

There are four major ways to collect data for your study: (1) direct observation of organizational events and behavior; (2) analysis of documents (memos, reports, handbooks, publicity releases, and so one); (3) conversations or interviews with participants in the organization (who might include managers, employees, clients, and so on); (4) "intervention" or field experiment; that is, taking some action to see how the organization responds. (A simple example would be to order an item that is not on the menu at a restaurant.) Intervention is very useful for answering questions of the form "what would happen if . . .?" But intervention raises ethical issues: DON'T do things that might be damaging or unreasonably disruptive to the system.

You may choose one or a combination of methods. The method that you use should be appropriate to the organization and to what you hope to learn. Whichever method you use, it is important to take good field notes either during or immediately after your visit to document your observations.

Goals

Since you are limited to a maximum of one day (substitutes for class, so you can use five class days) per person studying the site, you cannot (and are not expected to) do an extensive study. Instead, the purpose is to learn as much as you can about an organization in a relatively brief scouting expedition and to use organization theory to describe and interpret what you learn.

Your group’s product will be a paper (twenty-five pages or less) that uses organization theory to describe and analyze how the organization works and why it is the way it is. You should structure the paper in the way that best communicates your analysis. Your paper should include a brief account of your methodology (observations conducted, individuals interviewed, documents studied, or interventions made). This may be included in the introduction or added as an appendix. Many groups have adopted the following structure.

1. Introduction: description of setting, introduction of the major themes or central arguments of the paper, and description of how the group conducted the study

2. Structural analysis

3. Human resource analysis

4. Political analysis

5. Symbolic analysis

6. Identification of network type and the organization’s place in the network

7. Conclusion: discussion of elements in sections 2 through 6, synthesis of findings, and recommendations for organizational change

At the conclusion of the field study, the team will make a formal presentation in class.

**Comprehensive Exam - Personal Case - 30% of Final Grade**

The course will include a Comprehensive Examination. It will test the students’ understanding the four frames outlined in Reframing and Managing Within Networks through application to a personal case. The personal case is based on the student’s own experience in an organizational setting. Examples include a Co-op experience, an internship, membership in a club, member of a team, etc. The personal case should highlight both positive and negative attributes of the organization. Through the use of the four-frame analysis technique, students will identify leadership and management options that surface.

**Final Exam: Personal Case Analysis**

Overview

The final paper asks you to do a four-frame and network analysis of your personal case situation. The purposes of the paper are to: (1) provide opportunities to work with and integrate the four frames as a useful tool for diagnosis and action, (2) integrate your learning from the course and apply them to a real-life situation from your work experiences, and (3) reflect on your own future professional practice.

**Assignment**

First, use the structural, human resource, political, and symbolic frames to analyze (1) what happened in your personal case and (2) what alternative courses of action were suggested for you by each of the four frames. Devote equal attention to each of the four frames.

Second, rethink your role in the case in light of the four-frame analysis. In other words, what would you now do differently if you could relive your personal case? Why? How useful were the four frames in helping you to clarify alternative courses of action for yourself in this case situation?

Criteria for Grading

Papers will be graded on the following:

1. Quality and thoroughness of analysis

2. Clear focus, organization, writing, and presentation

3. Internal consistency of the arguments

4. Accurate and effective use of theory to reflect on and provide new insights into personal case experiences

Cautions

Common weaknesses in student papers have included the following:

1. Providing description of case events (what happened) but no analysis. Good analysis tells how or why things happened.

2. Lack of selectivity – it is better to write thoroughly about a few well-defined topics than superficially about many.

3. Making inferences and generalizations without providing data from the case to support the generalizations, or without making any references to theory and ideas in the readings. Good papers use both examples and theory to support the analysis.

4. Ignoring theory and simply offering opinions. Good papers take a set of theoretical ideas and show how those ideas can be applied to specific aspects of the case.

5. Restating material from the readings without linking it to one’s own analysis. Good papers use theory to support insights and to cast a new light on personal experiences and observations.

**Grading Criteria**

Case Studies – 30%

Field Study – 40%

Final Exam – 30%

All assignments will be assigned a letter grade of A, B, C, D, or F

**Grading Criteria – A Special Note regarding written assignments**

Being able to express yourself in writing is a direct reflection of the quality of your thinking and the amount of thought you have given the subject at hand. If you are accustomed to dashing off something at the last minute with no proof-reading or review, the grades you receive may not be what you expect. Understanding the concept is only half of the story, to create change you must also be able to help others understand. I make no distinction between your thinking and the expression of it. There is always sufficient notice given before any written assignment is due. My expectation is that you will use the time to create something worth reading.

**Course Policies**

It is essential that students make the weekly readings a priority of this course. It is only through reading the course material that a student will be able to fully participate in class discussions.

All students are expected to be in class, prepared to engage in meaningful dialogue, and willing to contribute to the overall success of the course. Active participation in class discussions is a major priority for this course.

The instructor will notify the student if there appears to be evidence that obligations to follow class policies and to complete course requirements are not being fulfilled. In return, the instructor requests that student make a concerted effort to explain and justify any individual problems, abnormalities, and unusual circumstances that may be roadblocks to success in this course. Together we can work to develop an understanding and reach an agreement to accommodate all parties involved.

If you have any physical or learning disabilities that require special assistance, you need to get documentation from the Access Disabled Assistance Program for Tech Students (ADAPT). ADAPT can be contacted at (404) 894-2564 or 210 Smithgall Student Services Building. I will be happy to work with you and accommodate as appropriate your learning needs upon receiving your documentation.

**Class Attendance Policy:** The discussion and analysis of leading change that will occur in this class can only take place if the students are actively engaged and fully participating in class. It is hoped that the students will be able to clear their schedules and make it a priority to attend all classes. However, should you be required to miss class due to an emergency obligation or illness, please contact the instructor (at the previous class or by email) as early as possible so that alternative arrangements can be made.

**Written Assignment Policy**: Papers in this class should use 12-point, Times New Roman font, one-inch margins, double spacing, and page numbers at bottom of each page. Papers should use an explicit outline based on the description of the assignment in this syllabus and in-class instructions. Reference lists (required) and title pages (optional) do not count toward page count. Quotes in written assignments should include authors’ name(s) and year of publication (in parenthesis), but not the titles of articles or name of publication within the text of the paper (those go into the reference list). Direct quotes should be noted with quotation marks and should be short and to the point. Indirect quotes or paraphrasing ideas of authors is encouraged but should be noted by referencing the author’s name and year of publication of the source (in parenthesis) somewhere in the beginning, middle or end of the sentence. Reference lists should be included at the end of each written assignment.

**Late Assignment Policy**: Unless other arrangements have been made in advance, the student is expected to submit their assignments when due. Late submissions are not accepted except in cases of extreme circumstances.

**Grading Papers**: The instructor for this course will endeavor to finish grading each paper in ample time for the student to incorporate the feedback into the next paper submission. The first case assignment will be graded, but the student will be given an opportunity to re-submit the paper for re-grading based on instructor feedback.

**Email Policy**: Email messages sent to the instructor are encouraged but should not necessarily be considered a reliable means of instant communication for important messages. The sending of an email message to the instructor, unless it receives a response from the instructor, cannot be assumed to have reached the instructor. The instructor will respond (as soon as the message is opened) to any email messages received from students to confirm that the message has indeed been received. If the student sends a message and does not receive a response within 2-3 days, the student should assume that the message was not received and the student should attempt another means of communication, such as calling the instructor, or wait until the next class to convey the message.

**Plagiarism Policy:** “Plagiarism” involves submitting work prepared outside of class that is not entirely the student’s own, such as papers, reports and oral presentations that use direct quotes from other authors without proper citation of those authors. Plagiarism is not tolerated and penalties for plagiarism are severe.

In this class, you must fully comply with the requirements of the Academic Honor Code. If you have any questions about academic misconduct or the Academic Honor Code, please review www.deanofstudents.gatech.edu/integrity/policies/honor\_code.php. Academic misconduct includes but is not limited to the following:

The class values academic discussion and recognition of contributions made by authors and researchers in the field. It is considered a complement to an author to recognize their contributions to management studies by either paraphrasing (putting their ideas into your words) or using direct quotes (using their words to express their ideas, within quotation marks). Whether the ideas are paraphrased or directly quoted, it should be clear to the reader of an paper which ideas are the students and which belong to the cited authors.

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| **Date** | **Topics and Readings** |
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| **Week 1** | **Introduction to The Course**  **No Reading**  **Case Study One Assigned** |
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| **Week 2** | **Making Sense of Organizations**  **Reading:** Bolman and Deal, Chapters 1-2. Virtues and Drawback of Organized Activity, Simple Ideas and Complex organizations  Virtues and Drawbacks of Organized Activity  Framing  Simple Ideas, Complex Organizations  Common Fallacies in Explaining Organizational Problems  Peculiarities of Organizations  Organizational Learning  Coping With Ambiguity and Complexity  **Reading:** Agranoff, Chapter One, Public Networks  Networks and The Collaborative Enterprise  Social Networks Versus Organizational Networks  Chartered and Non-Chartered Networks  The Art and Craft of Leading Social Organizations  Analyzing Where the Real Work is Done  **Case Study One Due**  **Case Study Two Assigned** |
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| **Week 3** | **The Structural Frame and Networks in Social Organizations**  **Reading:** Bolman and Deal, Chapters 3-4. Getting Organized, Structuring and Restructuring  Structural Assumptions  Origins of the Structural Perspective  Structural Forms and Functions  Basic Structural Tensions  Vertical Coordination  Lateral Coordination  Designing a Structure That Works  Structural Dilemmas  Structural Configurations  Generic Issues in Restructuring  **Reading:** Agranoff, Chapter 2, Networks in Public Management  Why Networks?  Is Network Management Different?  Public Management Network Features  **Case Study Two Due**  **Case Study Three Assigned**  **Introduction To Field Study – Organization Selection** |
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| **Week 4** | **Organizing Groups and Teams, and Network Typology**  **Reading:** Bolman and Deal, Chapter 5  Tasks and Linkages in Small Groups  Teamwork and Interdependence  Determinants of Successful Teamwork  Team Structure and Top Performance  Self-Managing Teams: Structure of The Future?  **Reading:** Agranoff, Read Chapter Three, Scan Chapters 4-5  Toward a Network Typology  Information and Developmental Networks  Outreach and Action Networks  **Discussion of Field Study** |
| **Week 5 - 6** | **The Human Resource Frame, Collaborarchy**  **Reading:** Bolman and Deal, Chapters 6-8  People and Organizations  Human Resource Assumptions  Work and Motivation: a Brief Tour  Human Capacity and the Changing Employment Contract  Improving Human Resource Management  Getting it Right  Getting There: Training and Organization Development  Interpersonal and Group Dynamics  Management Styles  Groups and Teams in Organizations  **Reading:** Agranoff, Chapter Six, Collaborarchy  Collaborative Organizations  Leadership Differences in Networks  Power in Networks  Network Organiztion  Network Cohesion  **Case Study Three Due**  **Field Study Organization’s Finalized, Field Study Begins, Field Work** |
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| **Week 7** | **The Political Frame, Networks as Knowledge Managers**  **Reading:** Bolman and Deal Chapters 9-11  Power, Conflict, and Coalition  Political Assumptions  Organizations as Coalitions  Power and Decision Making  Conflict in Organizations  Moral Mazes: The Politics of Getting Ahead  The Manager as Politician  Political Skills  Morality and Politics  Organizations as Arenas  Organizations as Political Agents  Political Dynamics of Ecosystems  **Reading:** Agranoff, Chapter Seven  Understanding Knowledge Management  Using Network Generated Knowledge  Network Learning Strategies  **Field Study Discussion, Field Work** |
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| **Week 8** | **The Symbolic Frame and Do Networks Perform**  **Reading:** Bolman and Deal Chapters 12-14.  Organizational Symbols and Culture  Symbolic Assumptions  Organizational Symbols  Organizations as Cultures  Organization as Theater  Dramaturgical and Institutional Theory  Organizational Structure as Theater  Organizational Process as Theater  **Reading:** Agranoff, Chapter 8  Do Networks Perform  Adding Value  Organizational Advantages  Organizational Risk  **Field Study Discussion, Field Work** |
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| **Week 9 - 10** | **Improving Leadership Practice**  **Reading:** Bolman and Deal, Chapter 15 - 18.  Integrating Frames for Effective Practice  Life as Managers Know it  Across Frames: Organizations as Multiple Realities  Matching Frames to Situations  Effective Managers and Organizations  Managers’ Frame Preferences Conclusion  Reframing in Action  Benefits and Risks of Reframing  Reframing for Newcomers and Outsiders  Reframing Leadership  Culture and Leadership  Gender and Leadership  Reframing Change in Organizations  Change and Structural Realignment  Change and Conflict  Change and Loss  Change Strategy  **Field Study Discussion, Field Work** |
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| **Weeks 10 - 12** | **Students Complete Field Study and Make Presentations** |
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| **Week 13** | **Bringing It All Together**  **Reading:** Bolman and Deal, Chapter 20  Robert F. Kennedy High School  Structural Issues and Options  Human Resource Issues and Options  Political Issues and Options  Symbolic Issues and Options  A Four-Frame Approach  The Reframing Process  Commitment to Core Beliefs  Multiframe Thinking  **Final Exam Discussion and Assignment of Personal Case Analysis** |
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| **Week 14** | **Literature Review and Discussion of Personal Cases** |
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| **Week 15** | **Literature Review and Discussion of Personal Cases** |