

**NOTE THAT THIS IS AN IN-PERSON CLASS.**

**PAF 9120: PUBLIC AND NONPROFIT MANAGEMENT I**

**Fall 2023**

Section: UWA-16104; Time: Wednesday 6.05pm - 9.00pm

Location: A - 17 Lex 1224

**Text

Description automatically generatedA cartoon of a person and person in a kitchen

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**INSTRUCTOR**

John Casey

Office: Room 1000 (10th Fl), 135 E. 22nd St.

Email: john.casey@baruch.cuny.edu(please include in all emails the name/number of the course you are enrolled in)

Student Consultation Hours: I will be available in my office **for the hour before class (5.00pm to 6.00pm).** I am also available for pre-arranged Zoom/phone chats anytime. Email me to set a time.

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| **Blogging**  See the Class Blog link on Blackboard.  Further instructions will be given on the first day of class. |

**OFFICIAL COURSE DESCRIPTION**

This course introduces the fundamental concepts and techniques for managing people in government and nonprofit agencies, including schools. It focuses on structural models; individual behavior, including group dynamics and leadership; effective use and management of human resources; and political and cultural frameworks. Questions of effectiveness, responsibility, and professional relations are considered.

**INSTRUCTOR’S OVERVIEW**

I am working on the assumption that this is the first Masters-level course on leadership and management you have taken. This may be your first introduction to the challenges that await you in senior leadership (and maybe an opportunity to figure out why the managers/leaders in your organization are, or aren’t, doing their job well). If you are already a leader or manager this may be the first opportunity you have had to verify whether what you have done until now by instinct is supported by research and analysis.

This is a survey course in which we will examine a wide range of management, leadership, governance and organizational behavior topics, with the goal of making you all “culturally literate” in their theory and practice. At the same time, you will be expected to develop a self-critical perspective on your own leadership and managerial styles and processes. We will explore ways to reflect on the values, biases, and personal baggage that we bring to the workplace, giving special consideration to the challenges of leading and managing organizations that reflect the diversity of our society. During the course you will examine the knowledge, skills and attitudes needed to lead and manage effectively and ethically in public service in government, nonprofit and for-profit organizations. The course is structured as a “field-neutral” course designed for students in the MPA, MIA, MSEd, and MA in Arts Administration. The concepts and processes we explore are, in theory, equally applicable to all organizations. At the same time, we will explore the differences between sectors/sub-sectors.

# The course is part of a sequence that includes other leadership, management and organizational courses and specializations available to students interested in exploring these issues in more depth (e.g. in the MPA it can include the courses PAF9160 Public and Nonprofit Management II, PAF9163Leadershipand Strategy*,* PAF9151 Administration of Nonprofit and Voluntary Agencies, and the Specializations in Public Management and Nonprofit Management)and it covers material that can be used in your future Capstone.

We will analyze the connection between the theories and their practical applications by examining workplace documents that guide organizations’ approaches to leadership, governance, strategic planning, human resource management etc. You should be on the lookout for relevant documents from your own workplace or area of interest. What documents exist in your organization or sector that reflect the approaches we look at in class? Whether you work in a government department, nonprofit organization or for-profit business you should be able to find many examples (or wonder why they don’t exist!).

In Fall 2023, we must address the major reckonings currently facing all organizations:

1. The pandemic has realigned many of our past workplace structures. What does the post-pandemic workplace look like and what is the future of WFH?
2. The pandemic accelerated the adoption of a range of new technology/digital tools in the workplace including AI. What has helped, or hindered, operations in your organization?
3. Social movements, such as BLM, #MeToo and social justice have fostered a reevaluation of workplace dynamics. What has been the record of your organization on discrimination, sexual harassment, bullying and other toxic behavior in the workplace? What has your organization done in the last year(s) to address these issues and have there been any consequence for [past or present] leaders? (Note that our focus is primarily inward, to see what the organization has done to address internal issues).

There are no set rules for being a good leader or manager. While theories and research are important for helping us understand organizations and our work, it is also important not to mystify leadership and management too much or to take ourselves too seriously. We will therefore also examine popular and satirical approaches to these topics – the television programs *The Office*, *Succession,* and *Insecure,* as well as cartoons, may tell us as much about leadership and management as the course textbooks.

**LEARNING GOALS**

At the end of the semester students will be able to rate how the following learning goals were met:

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| **Learning Goal** | **Met? (0-3)**  **0 = Not at all**  **3 = Fully** |
| 1. Identify the similarities and differences in the governance of public, nonprofit and for-profit organizations. |  |
| 1. Distinguish between the concepts of management, leadership and governance and explain how they apply to public and nonprofit organizations. |  |
| 1. Apply four alternative “frames” (organizational, human resources, political and symbolic) to the design of more effective management processes and to creatively solve the problems that inevitably arise within organizational life. |  |
| 1. Evaluate how organizations use management and leadership theory to develop internal processes and protocols. |  |
| 1. Analyze the strategic and ethical issues facing managers and leaders in public and nonprofit organizations and the implications of those issues for their own career development. |  |
| 1. Analyze and apply the principles of diversity, inclusion and equity to the operations of public and nonprofit organizations. |  |
| 1. Apply management and leadership theories to specific case studies of problems faced by managers and leaders in nonprofit and public sector organizations. |  |
| 1. Evaluate the usefulness of the many ‘popular’ resources on management and leadership available in print and online. |  |
| 1. Produce clearly written texts that demonstrate and understanding of purpose, structure, and use of evidence, related to topics in public and nonprofit management. |  |

**MPA COMPETENCIES**

The MPA program at Baruch is accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). Accreditation requires SPA to provide evidence that graduates can demonstrate the following five Universal Competencies:

1. To lead and manage in public governance.
2. To participate in and contribute to the public policy process.
3. To analyze, synthesize, think critically, solve problems and make decisions.
4. To articulate and apply a public service perspective.
5. To communicate and interact productively with a diverse and changing workforce and citizenry.

PAF9120 focuses primarily on Competency 1, but also seeks to develop Competencies 3, 4, and 5. Particular emphasis is placed on written and oral communication. For further details of the MPA Competencies and Learning Goals see the Student Handbook at:

<https://marxe.baruch.cuny.edu/homepage/academics/master-of-public-administration/mpa-student-handbook/>

**MSEd- HEA PROGRAM LEARNING GOALS**

Students completing the HEA program will be able to:

1. **Identify and navigate the complex structures of higher education to inform effective change.**
2. **Analyze, think critically, and make evidence-based recommendations that recognize historical context and/or incorporate organizational mission and/or strategic planning to advance higher education.**
3. **Communicate and interact effectively with a highly diverse set of constituencies within the field of higher education.**
4. **Articulate and apply a set of values for cultivating an equitable, inclusive, and just higher education environment.**
5. **Use leadership and management theories to analyze the design, operation, and governance of higher education institutions.**

PAF9120 focuses on the management, leadership and communication learning goals under Competencies 1, 3, 4 and 5. For further details of the MSEd Competencies and Learning Goals see the Student Handbook at:

<https://marxe.baruch.cuny.edu/homepage/academics/master-of-science-in-education-in-higher-education-administration/msed-student-handbook/>

**TEXTS**

Bolman, Lee and Deal, Terrence (2021). *Reframing Organizations: Artistry, Choice, and Leadership, 7th Edition.* San Francisco: Jossey-Bass. (The book is available free to all students and faculty through the library at the following: link:

<https://remote.baruch.cuny.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=3020709&site=ehost-live>

Denhardt, Robert B. Denhardt, Janet V., Aristigueta, Maria P. and Rawlings, Kelly (2019). *Managing Human Behavior in Public and Nonprofit Organizations*, *5th Edition*. Thousand Oaks: Sage Publications. **(Note: you may use the earlier [cheaper] 4th Edition. The general structure and most of the content is the same, but you may need to scramble a little to find exact page equivalents).**

An example of popular or field specific management/leadership/business/work media (books, tapes, videos, websites, blogs, apps, etc.), or physical practice (yoga, running, improv comedy). (See Assignment 3 below).

[Note that book availability options are evolving and you have many print and online options. For example, the Z-Library Project (<https://3lib.net/>) offers free downloads of the books you will use in this course and the program. If you know of any other new sources of textbook post the details on the class blog.]

Suggested additional texts

Garfinkle, Adam (2012). *Political Writing: A Guide to the Essentials*. Routledge. (This is the required text for PAF 9103, Communication in Public Settings. Also use it to guide your writing in this class).

Waisanen, Don (2021). *Leadership Standpoints.* Cambridge University Press. <https://www.cambridge.org/core/elements/leadership-standpoints/48157ADB77B96B0D18B1BD3771BC23F2> (Open Access - PDF Download Available)

Beeman, Angie (2022). *Liberal White Supremacy: How Progressives Silence Racial and Class Oppression*. University of Georgia Press. Available from library at: <https://ebookcentral.proquest.com/lib/baruch/detail.action?docID=29470045&pq-origsite=primo>

**SUGGESTED “YYYY” LEADERSHIP TEXTS**

There have always been books that put an adjective before the word “leadership” in the title, but that trend seems to have accelerated recently. Here are some recent examples:

Hougaad, Sasmus, Carter, Jacquelin, Afton, Marissa, and Mohan, Moses (2022). *Compassionate Leadership: How to Do Hard Things in a Human Way*. Harvard Business Review Press

## Papworth, Kristie (2023). [Compassionate Leadership: For Individual and Organisational Change.  De Gruyter](https://www.amazon.com/Compassionate-Leadership-Individual-Organisational-Change/dp/311076301X/ref=sr_1_7?crid=12WW5NWKGHFEU&keywords=Compassionate+Leadership&qid=1691786725&s=books&sprefix=compassionate+leadership%2Cstripbooks%2C84&sr=1-7)

Pless, Nicola, Maak, Thomas (Eds) (2021). *Responsible Leadership*. Routledge.

Sfeir-Younis, Alfredo and Tavanti, Marco (2020) *Conscious Sustainability Leadership: A New Paradigm For Next Generation Leaders*. Planet Healing Press.

# Younger, Heather (2021). *The Art of Caring Leadership: How Leading with Heart Uplifts Teams and Organizations.* Berrett-Koehler Publishers.

**SUGGESTED ADDITIONAL TEXTS FOR EDUCATION AND ARTS**

In each particular field there are specific leadership and management books. Some examples are:

# Byrnes William J. (2022). *Management and the Arts,* 6th Edition. Focal Press

[Bolman](http://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Lee%20G.%20Bolman), Lee and [Gallos](http://www.amazon.com/s/ref=rdr_ext_aut?_encoding=UTF8&index=books&field-author=Joan%20V.%20Gallos), Joan V. (2021). [*Reframing Academic Leadership*](http://www.amazon.com/dp/0787988065/ref=rdr_ext_tmb)*, 2nd Edition.* Jossey Bass.

Ferris, Sharmila Pixy and Waldron, Kathleen (2021). *Higher Education Leadership: Pathways and Insights*. Emerald Publishing.

## Foster, Kenneth (2023). Arts and Cultural Leadership Creating Sustainable Arts Organizations, 2nd Edition. Routledge.

## Ngai, Courtney et al. (2020) [Facilitating Change in Higher Education: The Departmental Action Team Model](https://www.amazon.com/Facilitating-Change-Higher-Education-Departmental/dp/1735901008/ref=sr_1_3?dchild=1&keywords=cultural+institutions+leadership&qid=1627575266&s=books&sr=1-3). Glitter Cannon Press.

Resch, Magnus (2018). *Management of Art Galleries,* *3rd Edition*. Phaidon Press.

## Rosewall, Ellen (2021). [Arts Management: Uniting Arts and Audiences in the 21st Century](https://www.amazon.com/Arts-Management-Uniting-Audiences-Century/dp/019751376X/ref=sr_1_3?crid=2JKGM1LHG2QMH&dchild=1&keywords=arts+management&qid=1627575135&s=books&sprefix=arts+manag%2Cstripbooks%2C145&sr=1-3), 2nd Ed. Oxford University Press.

Snider, David (2022). *Managing Arts Organizations.* Rowman & Littlefield.

# McCaffery, Peter (2018). *The Higher Education Manager's Handbook: Effective Leadership and Management in Universities and Colleges*, 3rd Edition. Routledge.

**DIGITAL TRANSFORMATIONS**

The current challenge in organizations is keeping up with the changes generated by digital transformations. You should be on the lookout for books and articles about how new software and tools are likely to impact on your organization.

Busulwa, Richard (2022). *Navigating Digital Transformation in Management.* Routledge.

See the software for public sector and nonprofit organizations from specialized providers such as Bonterra <https://www.bonterratech.com/our-solutions> and the platforms for applying technology to social change such as NTEN <https://www.nten.org/>.

# COURSE ASSESSMENT

Student performance will be assessed based on the following:

* Active participation in class (readings must be completed prior to each class and between classes you should be blogging). (20%)
* Assignment 1: Self-Assessment Exercise (5%)
* Assignment 2: Text Response Paper. (15%)
* Assignment 3: Review of popular management/leadership/business products. (20%)
* Class Quiz. (20%)
* Assignment 4: Workplace document analysis. (20%)

See details of assessments below.

**CLASS SCHEDULE**

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| **Date** | **Topic** | **Due Dates** |
| Wed 8-30 | Week 1: Introduction to the Course |  |
| Wed 9-6 | Week 2: “New” Organizations? |  |
| Wed 9-13 | Week 3: Leadership and Management | Self-Assessment Exercise and Reflection(Assignment 1) |
| Wed 9-20 | Week 4: The Structural Frame (I) |  |
| Wed 9-27 | Week 5**:** The Structural Frame (II) | Text Response Paper  (Assignment 2) |
| Wed 10-4 | Week 6: The Human Resources Frame (I) | Peer Review of Assignment 2 |
| Wed 10-11 | ONLINE ASYNCHRONOUS  Week 7: The Human Resources Frame (II) |  |
| Wed 10-18 | Week 8: The Human Resources Frame (III) | Text Response Paper  (Assignment 2 - **Resubmission**) |
| Wed 10-25 | Week 9: The Political Frame (I) |  |
| Wed 11-1 | Week 10: The Political Frame (II) |  |
| Wed 11-8 | Week 11: Fair Day | Popular Media/Product/Practices Review (Assignment 3) |
| Wed 11-15 | Week 12: Quiz | Quiz |
| Wed 11-22 | No class |  |
| Wed 11-29 | Week 13: The Symbolic Frame |  |
| Wed 12-6 | Week 14: Moving Forward +  Your Career | Workplace Document Analysis (Assignment 4 ) |

**CLASSROOM PROCEDURES**

This is a graduate-level course. As such, expectations for attendance, participation, and mastery may be higher than your experiences as an undergraduate student. All students are expected to:

* Attend all classes, arrive on time and not leave early.
* Complete the assigned readings prior to the class for which they are assigned.
* Participate actively in class discussions and online blog. Respect the norms of confidential, civil, dialogue. Do not be afraid to express your opinion, and do not be afraid to contest anything you hear that you do not agree with or upsets and offends you. This is a safe and brave space!
* Complete and hand in written assignments on time.
* Maintain regular contact with Blackboard, the electronic teaching system at Baruch where various course materials and updates will be posted.
* If you prefer to take notes on a laptop or tablet, and/or you have all your readings in electronic versions, you can use one, but NOTE No text messaging in class unless you have an emergency that has been communicated to instructor before the class. No web surfing, or working on papers from other courses. And no loud typing. **If you choose to use an electronic device, you cannot sit in the back row (i.e. your screen must be visible to classmates).**

**COURSE READINGS**

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| **Date** | **Required Readings** | **Additional Readings** |
| Wed 8-30 | **Week 1: Introduction to the Course.** Review of course content and requirements, and orientation to case method teaching and the use of Blackboard.  Hammond, John S. (2002). "Learning by Case Method" Kennedy School of Government. <http://www0.cs.ucl.ac.uk/staff/ucacdxq/others/learning.pdf> (There is also a copy on Blackboard)  Question: Is your workplace friendly or toxic? See following news articles about WNYC, Estela, Sony Music; Burns Film Center:   * <https://www.nytimes.com/2018/12/19/nyregion/wnyc-laura-walker-resignation.html> * <https://www.nytimes.com/2018/12/21/dining/thomas-carter-leaves-estela-harassment.html> * <https://www.smh.com.au/culture/music/australian-boss-of-sony-music-leaves-as-company-investigates-workplace-culture-20210621-p582sc.html> * <https://www.nytimes.com/2022/07/20/arts/jacob-burns-film-center-westchester.html>   (See also the articles for Assignment 2) | **Week 1: Introduction to the Course.**  Costea, Bogdan, Watt, Peter and The Conversation (2023).Today’s Management-Speak Has A Lot In Common With 1930s Soviet Propaganda—And It’s Making People Miserable. *Fortune* (online). <https://fortune.com/2023/03/30/corporate-workplace-culture-soviet-union-1930s-increased-production-performance/amp/>  Genis, Mary (2008). So Many Leadership Programs, So Little Change: Why Many Leadership Development Efforts Fall Short. *Journal for Nonprofit Management,* 12 (1): 32-40.) (Blackboard) |
| Wed 9-6 | **Week 2: “New” Organizations?** This class will look at the evolution of frameworks for understanding the managerial/leadership role in organizations, and explore the at the differences between private, public and nonprofit organizations. We also explore what organizations will look like in the 2020s and the new technologies we use to analyze, manage and communicate.  Bolman and Deal. Preface - p. x, xi, Chapters 1 and 2.  Denhardt, Denhardt, Aristigueta and Rawlings. Chapters 1 and 14.  Your choice of workplace digital technology. See for example: Kantor, Jodi and Sundaram, Arya (2022) The Rise of the Worker Productivity Score. *New York Times*, Aug 15.  <https://www.nytimes.com/interactive/2022/08/14/business/worker-productivity-tracking.html>  Highly Suggested Videos:  Mihailescu, Clément and Jehron Petty (2022). *When An Ex-Google Software Engineer Runs A Non-Profit.*  <https://www.youtube.com/watch?v=dy5V9AaKDr4> (Petty is the founder of ColorStack)  Elaine Montilla (2021). *Strategies to Thrive in a Male-Dominated Workplace.* <https://www.youtube.com/watch?v=tv3f9gbBi_8> (Montilla is the former AVP for Information Technology/CIO, Graduate Center, CUNY) | **Week 2: New” Organizations**?  Euske, Kenneth. J. (2003). Public, private, not-for-profit: everybody is unique?*Measuring Business Excellence* 7 (4):5 – 11. (Blackboard)  Coaston, Jane (2021). Are Workplace Diversity Programs Doing More Harm Than Good? <https://www.nytimes.com/2021/08/11/opinion/workplace-diversity-dei-initiative.html> (podcast and articles)  Lublin, Nancy (2010). *Zilch: The Power of Zero in Business*. Portfolio Hardcover. Introduction. (Blackboard) Mont, Simon (2018). Autopsy of a Failed Holacracy: Lessons in Justice, Equity, and Self-Management. *Nonprofit Quarterly*, January 2018. <https://nonprofitquarterly.org/2018/01/09/autopsy-failed-holacracy-lessons-justice-equity-self-management/>  Prashantham, Shameen (2020). When Business as Usual Isn’t Working, Look to Nonprofits for Inspiration. *Harvard Business Review*, Sep 25. <https://hbr.org/2020/09/when-business-as-usual-isnt-working-look-to-nonprofits-for-inspiration>  Twilio.org. (2022). *State of Nonprofit Digital Engagement Report 2022*. (Blackboard). |
| Wed 9-13 | **Week 3: Leadership and Management**. This class will look at the distinction between managers and leaders and explore the concept/theory of leadership.  Bolman and Deal. Preface - p. viii, Chapter 17.  Denhardt, Denhardt, Aristigueta and Rawlings. Chapters 2 and 7.  Schilling, Jan and Schyns, Birgit (2021) How Can Anyone Be Like That? – Systematising Destructive and Ineffective Leadership. In and Selin Metin Camgöz and Özge Tayfur Ekmekci *Destructive Leadership and Management Hypocrisy: Advances in Theory and Practice*. Emerald Publishing. (Blackboard - Full book available from Baruch library at:  <https://ebookcentral.proquest.com/lib/baruch/detail.action?docID=6645452>​)  Waisenan, Don (2021). *Leadership Standpoints.* Cambridge University Press. Ch. 1 (Blackboard)  **We Create Space (2021). *Nonbinary People Make Great Leaders. Here’s Why***  <https://www.wecreatespace.co/post/non-binary-gender-queer-leaders>  You must complete at least two self-assessment exercises/surveys before coming to class. One must be from **Project Implicit**: <https://implicit.harvard.edu/implicit/takeatest.html>. The other one can be from Chapters 2+7 of DDA+R or any of the one in the list on Blackboard, or you can reference any similar self-assessments you have done in the last 5 years. You do not have to submit the results (they will be discussed in class), but you do have to submit a 2-page reflection (See Assignment 1). | **Week 3: Leadership and Management**  Bennis, Warren and Burt Nanus. “Management v Leadership” in *Reader*, pp. 41-52. (Blackboard)  See also obituary of Warren Bennis: <http://www.economist.com/news/business/21611101-man-who-invented-study-corporate-leadership-warren-bennis-died-july-31st-aged>  Casey, John and Mitchell, Margaret (2007). “Requirements of Police Managers and Leaders from Sergeant to Commissioner”. Chapter 1, pp. 4-20 in Mitchell, Margaret and Casey, John (Eds.). *Police Leadership and Management*. Sydney: Federation Press. <http://sites.google.com/site/johncaseypublications/policing> (scroll down).  Harper Business (2015). Review of Jeffrey Pfeffer’s *Leadership BS*  <https://www.gsb.stanford.edu/faculty-research/books/leadership-bs-fixing-workplaces-careers-one-truth-time> Rubinstein, Dana (2021, December 18) The No. 1 Skill Eric Adams Is Looking For (It’s Not on a Résumé). *New York Times*. <https://www.nytimes.com/2021/12/18/nyregion/eric-adams-emotional-intelligence.html> Zaleznik, Abraham (1977). “Managers and Leaders: Are they Different?” *Harvard Business Review*, March/April: 126-135. (Blackboard) |
| Wed 9-20 | Week 4: The Structural Frame (I). Organizational structure and its impact on management: We will begin by considering the basic elements of an organization and the determinants of various organizational designs. Bolman and Deal. Chapters 3, and 4.  Johnson, Kim-Monique  (2021). How to Be an Antiracist Supervisor: Start with Changing What You Call Yourself. *Nonprofit Quarterly.* <https://nonprofitquarterly.org/how-to-be-an-antiracist-supervisor-start-with-changing-what-you-call-yourself/> Case Study: The MetPogrebin, Robin (2017). Met Museum Changes Leadership Structure. *New York Times.* <https://www.nytimes.com/2017/06/13/arts/design/met-museum-changes-leadership-structure.html>Pogrebin, Robin (2022). Met Museum’s Chief Executive to Step Down. *New York Times.* <https://www.nytimes.com/2022/06/28/arts/design/metropolitan-museum-daniel-weiss-max-hollein-president.html>The Met (2023). *Max Hollein, Director of The Metropolitan Museum of Art, to Add Chief Executive Officer Role in July 2023*. <https://www.metmuseum.org/press/news/2022/max-hollein-ceo-announcement> Dimovska, Donika, Sommer, Simon and Segura, Fabio (2021). *Can Co-Leadership be the Future of Philanthropy?* Alliance for Philanthropy and Social Investment Worldwide*.*  <https://www.alliancemagazine.org/analysis/can-co-leadership-be-the-future-of-philanthropy> | **Week 4: The Structural Frame (I)**  Arieff, Allison (2011). Beyond the Cubicle. *NYT Opinionator Blog*, July 18. <http://opinionator.blogs.nytimes.com/2011/07/18/beyond-the-cubicle/?hp>  City and State (2022). *The 2022 Nonprofit Power 100.* (Note the different job titles of nonprofit executives).  <https://www.cityandstateny.com/power-lists/2022/10/2022-nonprofit-power-100/377832/>  Mintzberg, Henry. (1981) “Organization Design: Fashion or Fit?” *Harvard Business Review*. 59 (1): 103-16. (Blackboard)  Pogrebin, Robin (2023). The Shed Changes Leadership Structure. *New York Times.* <https://www.nytimes.com/2023/01/11/arts/design/the-shed-changes-leadership-structure.html> |
| Wed 9-27 | Week 5: The Structural Frame (II). This class will continue to examine the determinants of organizational structure, focusing on structures for creativity and decision making Denhardt, Denhardt, Aristigueta and Rawlings. Chapters 3 and 5.  Rosabeth Moss Kanter. “The New Managerial Work” in *Reader*, pp. 91-112. (Blackboard) *The Economist* (2023). How to unlock creativity in the workplace. Forget drug use and hammocks. Try tedium instead. <https://www.economist.com/business/2023/01/12/how-to-unlock-creativity-in-the-workplace> Marchese, David (2023).The Digital Workplace Is Designed to Bring You Down, *New York Times*, January 22, 2023  <https://www.nytimes.com/interactive/2023/01/23/magazine/cal-newport-interview.html> |  |
| Wed 10-4 | **Week 6: The Human Resources Frame (I)**. This frame was developed in response to the bureaucratic model. It recognizes that managing human relations is as important as performing tasks within the organization.  Bolman and Deal. Chapters 6, 7, Jeffrey Pfeffer. “Seven Practices of Successful Organizations” in *Reader*, pp. 133-176. (Blackboard) |  |
| Wed 10-11 | **ONLINE ASYNCHRONOUS**  **Week 7: The Human Resources Frame (II)**. This class will examine key issues of stress and motivation.  Denhardt, Denhardt, Aristigueta and Rawlings. Chapters 4, 6 “The Surprising Truth About What Motivates Us”. A talk by Dan Pink. Animated video version: <http://www.fastcompany.com/1646337/science-shows-that-bigger-bonuses-create-worse-performance> Kelly McGonigal (2014). *How To Make Stress Your Friend* (TED talk) <https://www.youtube.com/watch?v=RcGyVTAoXEU> | **Week 7: The Human Resources Frame (II)**. Why Government Workers Are Harder to Motivate   Lavigna, Robert (2014). Why Government Workers are Harder to Motivate. *Harvard Business Review*. <https://hbr.org/2014/11/why-government-workers-are-harder-to-motivate> |
| Wed 10-18 | Week 8: The Human Resources Frame (III). The focus of the discussion will be on interpersonal and group dynamics. Bolman and Deal. Chapters 5, 8.  Denhardt, Denhardt, Aristigueta and Rawlings. Chapters 9, 10. Patrick Lencioni. “Overcoming the Five Dysfunctions of a Team” in *Reader*, pp. 521-545. (Blackboard) | **Week 8: The Human Resources Frame (III).**  Beeman, Angie (2022). *Liberal White Supremacy: How Progressives Silence Racial and Class Oppression*. University of Georgia Press. Ch. 5 Challenging Liberal White Supremacy (Blackboard). See Discussion Prompts and Workshop Activities at: <https://ugapress.manifoldapp.org/read/workbook-on-liberal-white-supremacy/section/97ff4e71-cd32-4129-915c-d5d77119b083> |
| Wed 10-25 | **Week 9: The Political Frame (I).** Often, there is an assumption that politics is bad for organizations, but viewed from the standpoint of the political frame, disputes arising from differential access to power are inevitable.  Bolman and Deal. Chapters 9 and 10  Denhardt, Denhardt, Aristigueta and Rawlings. Chapter 8  Nguyen Chaplin**, Lan (2022). *How to Disrupt a System That Was Built to Hold You Back. 3 Ways Women of Color Can Stand Up Against Bias in Academia. Harvard Business Publishing*.**<https://hbsp.harvard.edu/inspiring-minds/3-ways-women-of-color-can-stand-up-against-bias-in-academia> | **Week 9: The Political Frame (I).**  J. Davidson Frame. “Operating within the Realities of Organizational Life” in *Reader*, pp 488-521. (Blackboard) |
| Mon 11-1 | **Week 10: The Political Frame (II).** This class will examine conflict and negotiation in a politicized environment. Managers must understand interests, generate options, make tradeoffs, and use standards to judge options.  Denhardt, Denhardt, Aristigueta and Rawlings. Chapter 11  Kathleen Kelley Reardon. “Politically Astute Negotiating” in *Reader*, pp. 546-564. (Blackboard)  Marick Masters, Robert Albright, “Dealing with Conflict” in *Reader*, pp. 579-605. . (Blackboard)  Ross, Jovida and GhadbianWeyam (2020) *Turning Towards Each Other: A Conflict* Workbook. (Blackboard) | **Week 10: The Political Frame (II).**  Bolman and Deal. Chapter 11  Graddy, Elizabeth and Bin Chen. (2006). Influences on the Size and Scope of Networks for Social Service Delivery. *Journal of Public Administration Research and Theory*, 16 (4), pp. 533-552. (Blackboard)  Halbfinger, David  and Serge F. Kovaleski, Serge (2010) Cuomo as Leader: Focused, Intense and at Times Alienating. New York Times. Nov 10. <https://www.nytimes.com/2010/11/08/nyregion/08cuomo.html> |
| Wed 11-8 | **Week 11: “Fair Day” Popular Management Fair.** Review of popular management/leadership/ business media, products or practices (books, tapes, videos, websites, blogs, yoga, gaming, etc., etc. etc.). Alternatively, you can choose a new technological/digital tool (AI, CRM, financial management, staff recruitment, or communications/teamwork software or hardware, etc.) that has been introduced in your workplace in the last 3 years (or that have you used for the first time in the last 3 years).  See Appendix 1 below and also Bolman and Deal. Appendix (The Best of Organizational Studies) for ideas. But you don’t have to choose from these lists. Use anything you want. Ask the professor if you have doubts about your choice. |  |
| Wed 11-15 | **Week 12: Quiz** | **Quiz** |
| Wed 11-23 | No Class |  |
| Wed 11-29 | Week 13: The Symbolic Frame. All of the traditions we take for granted and often do not “see” are part of an organization’s culture that need to be understood and managed. Seeing and using cultural symbols to make a difference is often more difficult than it appears at first sight. Bolman and Deal. Chapters 12, 13, and 14.  Lewis-Kraus, Gideon (2019). The Rise of the WeWorking Class, *New York Times.*  <https://www.nytimes.com/interactive/2019/02/21/magazine/wework-coworking-office-space.html>  *Prepare exercises for discussion in class. You do not have to submit to instructor.*  Morgan, Gareth. (1989). *Creative Organization Theory: A Resource Book*. Beverley Hills: Sage Publications. (Pp: 32-33.”Viewing Your Organization as if You Were a Visitor from a Foreign Land”; pp: 297-298 “Understanding the Culture of Your Organization”) (Blackboard – PDF and Word versions) | **Week 13: The Symbolic Frame.**  Examples of Climate Surveys: <http://www.hr-survey.com/EmployeeClimate.htm> (Note: this site has examples of a range of HR-related surveys) |
| Wed 12-6 | Week 14: Moving Forward. Organizations are in constant movement and knowing how to lead change is essential. Bolman and Deal, Chapters 15, 16, 18, 20  Denhardt, Denhardt, Aristigueta and Rawlings. Chapter 12  The Workologist <http://www.nytimes.com/column/workologist>  **Your Career**  Throughout the semester you should have been thinking about the next steps in your own careers. We will not address this topic directly in class, but here are some videos/readings.  *Career Development.*  <https://www.linkedin.com/learning/topics/career-development>  *The Art of Career Development* by Gianpiero Petriglieri (video 3:08) <https://hbr.org/video/2226820990001/the-art-of-career-development> *Apple CEO Tim Cook on Career Planning* <https://www.youtube.com/watch?v=a6g8y3EDHkw> (video 2.52)  Harvard Business Review Articles  *How to Build a Meaningful Career*  *Think Strategically About Your Career* (Blackboard) | **Week 14: Moving Forward.**  Rosabeth Moss Kanter, Barry Stein and Todd Jick, “How Change Really Comes About” in *Reader.* Pp.279-314. (Blackboard)  David Nadler and Mark Nadler, “Learning to Lead Change: The New Principles for CEOs and Companies” in *Reader.* Pp.315-328. (Blackboard)  Romans, Angela, Stanciel. Candance and Harley, Titiola (2022). Measuring Is an Act of Power: A Call for Pro-Black Measurement and Evaluation. *Nonprofit Quarterly* <https://nonprofitquarterly.org/measuring-is-an-act-of-power-a-call-for-pro-black-measurement-and-evaluation/> |

**DETAILS OF EVALUATION/ ASSESSMENTS**

**All written papers must be submitted in hard copy (two copies for Assignment 2** **(If you don’t have access to a printer or have other printing problems, you can ask to submit by email or online. You should submit/upload only one document, preferably in PDF format). You should review the *Evaluation Standards for Papers* I post on Blackboard and use the Checklist for Papers before you submit. NOTE: I grade all papers “unidentified”, so your name should ONLY be on the separate BACKPAGE Checklist attached at the end of the paper. Your name should not appear elsewhere on the paper. Papers are due at the start of class. Late arrivals are considered late submissions.**

**Preparation/Attendance/Participation/Blogging** (continuous throughout the semester)

The participation component of your assessment includes the following three elements:

1. You should be an active participant in class discussions. This will mean that you will have to do the readings, form an opinion and be prepared to answer questions and discuss issues that are raised (my policy is to call on students randomly). *Note that if you consider yourself to be “quiet” and prefer to not speak up in class you should discuss this with the instructor*. Attendance is compulsory; students with more than two unexplained absences will receive a Fail grade for the course. If you miss a class, it will impact your participation grade unless you submit before the following class a 3-page critical analysis of the readings for that day on the Missed Class Forum on the Blackboard Discussion Board.
2. You must also post on the class blog. The blog is an ongoing conversation about the issues we are addressing in this course. You are required to post at least ten (10) times throughout the semester, including both some original posts and some comments on colleagues’ posts. The posting or comment can be of any length and should demonstrate your ability to locate and analyze outside materials relevant to the course. Your post should indicate how it addresses the issues in this course. During the semester you should be scanning newspapers, Internet, television and radio for items that are relevant to the readings and class discussions. Blogging is compulsory. BLOG OFTEN, BLOG EARLY; students who do not blog will receive a maximum grade of C for participation; students who not post ten times or only blog at the end of the semester will receive a maximum grade of B+ for participation. At the beginning of most classes I will ask someone to talk more about their blog post or comment.
3. Every student must give an oral presentation on a workplace topic related to the final assignment analysis. Each presenter will have a maximum 15 minute slot (10 mins talk, plus 5 mins Q&A – you must leave time for questions). Follow the usual tips on good presentations (see, for example, <http://www.businessweek.com/stories/2006-06-01/how-to-powerpoint-like-a-pro>andthe section on presentations in the Assessment Standards document on Blackboard). You are not required to use PowerPoint/Prezi etc., but if you do, bring a copy on a USB drive. Note the presentation will not be graded separately, but you will receive feedback from the professor and classmates. It is recommended, but not required, that you ask a colleague to video at least a short section of your talk, so you can see yourself as others see you. Note that you may use videos as part of your talk, but they cannot be more than 2 minutes of your 10 minutes allotted speaking time (you can always post additional material on the blog).

**Assignment 1: Self-Assessment Exercise and Reflection** (2 pages, 500 words, + references if needed)

You must complete at least two self-assessment exercises/surveys before coming to class. One must be from **Project Implicit**: <https://implicit.harvard.edu/implicit/takeatest.html>. The other one can be from Chapters 2+7 of DDA+R or any of the those in the list on Blackboard, or you can reference any similar self-assessments you have done in the last 5 years. You do not have to submit the results (they will be discussed in class), but you do have to submit a 2-page reflection on the self-assessment that answer the following questions:

* Did you learn anything about yourself?
* Will you change, or adopt new, behaviors as a result of the self-assessment?
* How can you apply these self-assessments to the workplace?

**Assignment 2: Text Response Paper** (4 pages, 1,000 words, + references – you must submit TWO identical copies – one for the peer review)

“Accusations against Bowman included shoving a team executive, having escorts at a work party, berating employees and having relationships with subordinates. Baseball officials — including the former commissioner Bud Selig — were aware of complaints about Bowman but did not discipline him.” *NYTimes* (2017). M.L.B. Executive Ousted for Inappropriate Behavior <https://www.nytimes.com/2017/12/21/sports/baseball/mlb-executive-bob-bowman-ousted.html>

The last few years will hopefully be remembered as the year of reckoning for sexual harassment and other abusive behavior in the workplace. The revelations are not only about #MeToo criminal behavior and “old boys” organizations such as major league baseball and old machine politics, but also about toxic behavior in organizations led by female CEOs/leaders (see the article on WNYC) and social justice organizations (see article on Morris Dees). And the Koreans even have name for it (let’s all learn the word *gapjil!*).

# Are We Finally Done With Tough-Guy Politicians?

[**https://www.nytimes.com/2021/08/05/nyregion/cuomo-sexual-harassment-politicians.html**](https://www.nytimes.com/2021/08/05/nyregion/cuomo-sexual-harassment-politicians.html)

# WNYC Chief Pushed Growth at the Cost of Station’s Culture

<https://www.nytimes.com/2017/12/22/nyregion/wnyc-chief-laura-walker-firing-hosts-misconduct.html>

**Southern Poverty Law Center Fires Co-founder Morris Dees Amid Employee Uproar**

<https://www.latimes.com/nation/la-na-splc-morris-dees-20190314-story.html>

# South Korean Tech Workers are Having a Lousy Time at Work

<https://www.economist.com/asia/2021/07/08/south-korean-tech-workers-are-having-a-lousy-time-at-work>

But the countervailing idea that you can’t be a good leader if you are too “nice” remains ingrained in our culture. Strong, demanding leadership is often seen as the way to get things done. But it can easily become toxic. Before you came into this program what did you think was the most effective leadership/management style and culture for a workplace, and have the dynamics of the past few years changed your opinion? How do you think this course might strengthen or weaken your understanding of leadership/management? (Note: To answer this question you will 1) need to look forward in the course and relate your experiences to what you anticipate to be the content of our course; 2) directly comment on at least one of the “case studies” in the cited articles or related your own work experiences).

**Note: This assignment will be graded by the professor and will also go through peer review (i.e. it will also be graded by a classmate), so you must submit TWO identical copies. You will pick up a copy of a classmate’s paper and assign it a grade. You must use the Peer Review Form in the Assessment Standards document on Blackboard for your grading. You will not be given a grade by the professor unless you submit your peer-review.**

**Assignment 3:** **Popular Media/Product/Practice/Technology Review (Surviving the New Normal)** (4 pages, 1,000 words, + references + Appendix with PowerPoint slides).

Choose any popular or commercial (i.e. non -academic) product (books, tapes, videos, websites, apps, blogs, empowerment courses, software – see Appendix 1 for examples) or practice (i.e. yoga, running marathons, improv comedy, online gaming, etc.) that you use to more successfully navigate the workplace.

**DO NOT TELL YOUR CLASSMATES WHAT YOU HAVE CHOSEN**

Write a critical review that: a) fully describes the product and its author(s)/producer(s); b) compares its content to the textbooks and the other issues we cover in this course; and c) makes a recommendation to your classmates about whether the product is worth using as a way of improving their own knowledge, skills and attitude.

In class we will have a “Fair Day” when you will show your colleagues the product and try to “sell” it to them (or dissuade them from buying it!). You must come to the Fair prepared to demonstrate the product/practice at a display table (e.g., using a book, a laptop, or printed information) and to give a short presentation to the class (max. 10 minutes) that summarizes your review using PowerPoint (but not everyone will get the opportunity to present). A copy of these slides – printed in black and white, 6 to a page – should be an Appendix to your paper.

**Quiz.**

In-class, open-book Quiz with short-answer and multiple-choice questions that cover all the material covered until the class before the quiz (i.e. the required readings + the material in the class presentations). The Quiz will take up the whole class (i.e. 2-3 hours). Before the quiz you should review the material on how to ace open-book quizzes in the Assessment Standards document on Blackboard.

**Assignment 4: Workplace Document Analysis (**5 pages Written, 1,500 words + references) Due date: Final day of class.

Identify an appropriate document or set of documents, or even an absence of documents (or other “artifact”) from your workplace (current, past, … or future!) that clearly illustrates an aspect of internal organizational dynamics. Analyze how the document(s) reflect the theories/practices described in the textbooks, readings and class discussions, focusing in particular on the four frames in Bolman and Deal, then evaluate the strengths and weaknesses of the document(s), and make recommendations for future revisions (if needed). You can choose a document that needs to be rectified, or an example of good practice.

Your analysis should start with a clear statement of the document and issues you are seeking to address. You should then utilize the four frames from Bolman and Deal, and whatever other theoretical approaches from our readings or your own research that you think are relevant, as tools for diagnosis and action. Based on your diagnosis, you should make clear recommendations for future actions (even if the recommendation is things should stay the same because the organization is demonstrating good/best practice).

 The analysis should have the following general structure:

* Introduction. A clear statement of the issue and outline of the analysis to follow.
* Diagnosis. Using Bolman and Deal, other class texts and reading materials, and whatever additional material you need.
* Recommendations. They should be SMART (Specific, Measurable, Achievable/Attainable. Relevant/Realistic, Timely -- <https://en.wikipedia.org/wiki/SMART_criteria>).
* Conclusion. A final statement of the intent and impact of the analysis.

 NOTE: If you want your final paper to be returned to you with comments, you should also submit a self-addressed, stamped envelope.

**INSTRUCTOR’S BIO**

**John Casey.** PhD (Universitat Autonoma de Barcelona), MPA (Baruch College, City University of New York), BA/BSW (University of Sydney), Grad. Dip. Univ. Teaching and Learning (Charles Sturt University), Certificate IV in Workplace Assessment and Training (NSWVETAB).

I came to Baruch in 2008. From 1999 to 2007, I taught management, leadership and governance at the Australian Graduate School of Policing, Charles Sturt University, Sydney. From 1992 to 1998, I was the Executive Officer of the public management program at a three-university consortium in Barcelona, Spain, as well as an adjunct professor in public management at the Universitat Autònoma de Barcelona and the Escola d’Administració Publica de Catalunya, and a consultant to the European Union, working on public sector development in Eastern Europe. Previously, I had been the Director of the Mayor’s Office of Adult Literacy for the City of New York, USA and a social services manager in Sydney, Australia. For more information about my experience and research, see:

<https://marxe.baruch.cuny.edu/about/faculty-and-staff/full-time-faculty/>  
<https://sites.google.com/view/john-casey-publications2022/home-page>

**APPENDIX 1: Some Examples of Popular Media for Review (You do NOT have to choose one of these. Use anything you want!)**

# Books (some ‘classics’)

*100 Tricks to Appear Smart in Meetings: How to Get By Without Even Trying* by Sarah Cooper, 2016.

# *Good Is Not Enough: And Other Unwritten Rules for Minority Professionals* by

Keith R. Wyche, 2009

# *Salsa, Soul, and Spirit: Leadership for a Multicultural Age* by Juana Bordas, 2012

***The Little Black Book of Success: Laws of Leadership for Black Women* by**Elaine Meryl, Brown, Marsha Haygood, and Rhonda Joy Mclean, 2010.

# *The Dilbert Principle: A Cubicle's-Eye View of Bosses, Meetings, Management Fads & Other Workplace Afflictions* by Scott Adams, 1997

# *The No Asshole Rule: Building a Civilized Workplace and Surviving One That Isn't* by Robert Sutton, 2010.

*Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in Your Life* by Spencer Johnson, 1998.

# *Working While Black: The Black Person's Guide to Success in the White Workplace* by Michelle T. Johnson, 2011.

**Books** (race and diversity)

# *How to Be an Antiracist* by Ibram X. Kendi, 2019.

# *The Conversation: How Seeking and Speaking the Truth About Racism Can Radically Transform Individuals and Organizations* by Robert Livingston, 2021.

# *So You Want to Talk About Race?* by Ijeoma Oluo, 2019.

# *Diversity in the Workplace: Eye-Opening Interviews to Jumpstart Conversations about Identity, Privilege, and Bias* by Bärí A. Williams, 2020.

# *Inclusive Conversations: Fostering Equity, Empathy, and Belonging across Differences*

by Mary-Frances Winters, 2020.

## [How to Be a Diversity and Inclusion Ambassador: Everyone's Role in Helping All Feel Accepted, Engaged, and Valued](https://www.amazon.com/How-Diversity-Inclusion-Ambassador-Everyones/dp/1523001453/ref=sr_1_9?crid=1JXWXR5CIHDKY&keywords=workplace+diversity&qid=1691876012&s=books&sprefix=workplace+diver%2Cstripbooks%2C91&sr=1-9) by Celeste R. Warren, 2022.

## [Diversity, Equity, and Inclusion in the Workplace: Developing DEI Solutions](https://www.amazon.com/Diversity-Equity-Inclusion-Workplace-Developing/dp/B0BW27P931/ref=sr_1_6?crid=1JXWXR5CIHDKY&keywords=workplace+diversity&qid=1691875859&s=books&sprefix=workplace+diver%2Cstripbooks%2C91&sr=1-6) by Kim Wilson, 2023.

**Books** (“new” workplaces)

# *Reimagining Collaboration: Slack, Microsoft Teams, Zoom, and the Post-COVID World of Work* by Phil Simon, 2020.

*1 Habit to Thrive in a Post Covid World: 100 Life-Changing Habits to Navigate the Post-Pandemic World* by Steven Samblis, Forbes Riley, Barb Swan-Wilson, 2021.

*Out of Office: The Big Problem and Bigger Promise of Working from Home* by Charlie Warzel and Anne Helen Petersen, 2021.

# *Remote Not Distant: Design a Company Culture That Will Help You Thrive in a Hybrid Workplace* by Gustavo Razzetti, 2022.

**Websites/Online/Magazines**

Black Enterprise (print and online)

<http://www.blackenterprise.com/magazine/>

McKinsey Quarterly

<https://www.mckinsey.com/quarterly/overview>

**Apps/Online Learning**

<https://insighttimer.com/> #1 FREE app for sleep anxiety and stress.

<https://www.linkedin.com/learning/?trk=lynda_redirect_learning>

<https://www.calm.com/>

**YouTube Workouts**

StepFlix Salsa Cardio Fitness, Workout 1

<https://www.youtube.com/watch?v=6xOklOtMCCE>

Low impact, beginner, fat burning, home cardio workout. ALL standing!

<https://www.youtube.com/watch?v=PvEnWsPrL4w&list=PLV9BY-dxeFjGGpO-MMeM4YO9kZzDMqmKh>

African Dance Workout 20 min | Afrifitness | No equipment

<https://www.youtube.com/watch?v=Ev6zzaGkwOY&list=PLV9BY-dxeFjGGpO-MMeM4YO9kZzDMqmKh&index=3>

**Self-Help, Empowerment and Resilience Programs**

Anthony Robbins, Unleash the Power Within

<http://www.tonyrobbins.com/events/unleash-the-power-within/>

RedesigningWellness

<https://redesigningwellness.com/employee-resilience-training/>

The Secret

<http://thesecret.tv/>

Yoga Unbound (Mindfulness for Leadership & Resilience)

<http://yogaunbound.com/mindfulness-for-leadership-development/>

**Workplace Advice Columns**

BBC, Worklife

<https://www.bbc.com/worklife>

A Manager

<https://www.askamanager.org/>

Seattle Times Career Advice: <https://www.seattletimes.com/explore-category/careers/career-advice/>

**Streaming**

Bridgerton (Netflix <https://www.netflix.com/title/80232398>)

Insecure (HBO <https://www.hbo.com/insecure>)