

PAD 5380 - Selected Problems in Public Administration

Managing Change in Public Affairs

Maymester 2018 (May 14 – May 25)

Master of Public Administration Program

University of Texas at El Paso

Course Schedule: Online

Professor: Ljubinka Andonoska, Ph.D.

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Disclaimer: This syllabus is tentative and any changes will be announced in class for which students are responsible.

Course Description

This course will provide the students the theoretical background and will also help them develop the skills they need for planning and implementing organizational change in the public sector. It will examine the forces that drive organizations to change and the most common impediments to a successful organizational change in the public sector. In addition, this course will introduce various models for an effective organizational change in the public sector and will make appropriate comparisons with change models in the private sector.

This course uses case study approach to describe various change models introduced in the literature. The case study approach is considered student oriented and has long been utilized for class purposes because it gives the students a glimpse of the ways how things get done in everyday practice. Case studies have been used to actively involve students in the learning process.

At the end of the semester, a simulation exercise is assigned to prepare the students to lead change under different scenarios and assuming different roles. I will assign a role for each of you and you will be able to do the simulation that assumes implementation of organizational change by building support from opposing parties inside and outside the organization. I will be able to follow your simulation performance online.

Learning Objectives

- Identify and deal with the various obstacles of organizational transition
- Assess change in the workplace
- Create and implement a plan for change in your public organization

Assigned Readings:

There is no textbook for this course. I have created a set of course materials composed of high quality readings. I have selected the core readings to be accessible, practical, and academically sound. The role of the readings is to prepare you for this class and your professional careers. Other course materials include case studies, videos, and in-class exercises. You are required to read all of the required materials as presented in the course structure, before each case is due.

The material for the case studies comes from Harvard Business Publishing ([link: http://cb.hbsp.harvard.edu/cbmp/access/78763773](http://cb.hbsp.harvard.edu/cbmp/access/78763773)). Each student needs to buy 3 case studies (\$4.25 each case) and the simulation for the last week (\$15).

Course Requirements

Students are expected to read the assigned readings. All written assignments should be carefully crafted, professionally prepared, and submitted on time. Late assignments will not be accepted unless an event outside of the control of the student occurs. In these situations, the student is obliged to inform the teacher either before the deadline (if possible) or as soon as the event takes place.

This is 100 % online class; it is also an intensive class in extremely short semester and it requires full dedication on behalf of the students and the professor for 11 days. Therefore, knowledge of BB is required. If you are not familiar with BB, you need to ask for help from technical support department available through UTEP. BB attendance is required on daily basis. If you do not access BB for more than 3 consecutive days (which is 1/3 of the class time), you will fail the class by default. Not accessing the class through BB is considered the same as not attending the class (again, remember, this is a very intensive class).

Finally, while this class will provide you with the tools to learn concepts and practices of leading change in public affairs (which includes change strategies in both government and non-profit organizations), the learning CANNOT occur if you do not contribute to this process. You need to read, participate in class discussions, and to submit assignments in a timely manner. You can learn only if you participate in the process of learning.

Assignments submission: Assignments are due on BB Safe Assign on their due dates as specified in this syllabus. Late assignments will not be accepted except in the case of serious illness or tragedy (both of which need to be documented).

Academic Writing: Students are expected to write professionally using academic (not conversational) language, to express their thoughts clearly, and to provide content based on their knowledge gained from class lectures and discussions, assigned readings, and any additional sources as needed. Academic writing also assumes using grammar correctly. If you need help, please refer to UTEP's Tutoring and Learning Center.

Assignments & Grading:

Assignments: Students are required to do ALL of the assignments in order to pass the class.

Assignment	Grade Construction/ points per assignment
1) Class participation	
Case Simulation participation (individual)	15
2) Individual Case studies/ small papers (2*25 each and 1 case = 20 points)	70
3) Class readings summaries (3*5 each)	15
Total	100%

Individual Case Studies/Small papers:

You have three assigned individual case studies during the semester. The cases need to be bought from Harvard Business Publishing (link: <http://cb.hbsp.harvard.edu/cbmp/access/78763773>)

You need to briefly describe the situation and answer the assigned questions. The paper should also include cover page. Use Times New Roman, font 12, 1-inch margin. The paper should not be longer than 4 pages double spaced (not including the cover page).

Case 1: Time for a Change at the Change Foundation (25 points, due May 16th safe assign)

The Change Foundation is an independent charitable foundation founded in 1996 by the Ontario Hospital Association with the mandate to promote, support and improve health and the delivery of health care in Ontario. In 2006, its board of directors undertook a renewal process to evaluate its strategic directions and measure the value-add of progress to date. A planning session with a variety of key stakeholders had resulted in the development of a draft plan for going forward, which included hiring a new chief executive officer. When she began assessing the plan in January 2007, she faced several major issues and concerns about how the foundation should refocus its activities and transform itself. Before she could start to rebuild, however, she had to decide what its future direction should be.

Describe the case in 3 to 4 paragraphs and answer the following questions:

Questions:

- 1) Who are the relevant stakeholders in the decision at hand? What stake do they have in this decision (power, legitimacy, urgent claim)? What power does each stakeholder hold over the decision?
- 2) What are the main problems with the draft strategic plan? How might The Change Foundation work around the problems?
- 3) Evaluate the options as presented in the case. Be sure to include your goal, measurement criteria and analysis. Are there additional options that should be considered?
- 4) What decisions would you make and why? How does your decision address the short- and long-term issues?
- 5) How can success of the new strategic plan be measured? What key metrics/frameworks could be used to measure impact?
- 6) Outline an implementation plan for your decision

Case #2: Steve Jackson Faces Resistance to Change (20 points, due May 19, BB safe assign)

Describe the case in 3 to 5 paragraphs and answer the following questions:

- 1) What has Jackson done right in introducing BSO at Western?
- 2) What could Jackson have done better in introducing BSO at Western?
- 3) Why is Barnett resisting the introduction of BO?
- 4) What should Jackson do next regarding Barnett?

Case #3: Atam: Innovation in the Social Sector (A). (25 points, Due May 22, BB Safe ASsign)

Describe the case in 3 to 4 paragraphs and answer the following questions:

- 1) In your opinion, which elements contributed most significantly to the success of the transformation process?
- 2) How did Aizpun bring management and the unions together regarding the fundamental changes affecting employees and the daily operations of the association?
- 3) Which traits do a leader or CEO need to have in order to bring about this type of change successfully? Is the achievement possible without a push from a senior management?
- 4) Which steps form part of the transformation?
- 5) Now that the association appears to be on its way of viability, how might Ignacio close out the year without losses?
- 6) What are some alternative ways for Atam to continue to add value as an organization operating in the social sector?

Simulation

I will post guidelines regarding the simulation. In order to get your points, you need to finish the simulation using strategic thinking and the knowledge from the assigned readings as much as possible. That is not to say that you will have to successfully introduce the change in the organization. Therefore, after you are done with the simulation, you will get your full points despite the result. This exercise should give you experience about change in an organizational setting. It will not punish your experience.

Class reading summaries

Every 3rd day, you will summarize the readings assigned for these 3 days. In order to be able to do this assignment, you must read and comprehend the assigned readings for the week. Next, you will have to identify the main ideas and key points, which will serve to demonstrate understanding of the material. You will also need to find similarities and differences by comparing different readings whenever appropriate. Finally, you will have to express the information in your own words using academic language.

Summary 1, due Tuesday (before midnight), May 17

Summary 2: due Tuesday, May 20

Summary 3, due Tuesday, May 23

UTEP's Tutoring and Learning Center (TLC)

Students are encouraged to visit the Tutoring and Learning Center (TLC), located on the third floor of the library. The TLC offers free tutoring, especially in math and writing. These tutoring services are very helpful both for students returning to school after a long delay and for students with limited backgrounds in statistics or written English composition. Because it is essential for graduate students to effectively communicate their ideas in writing, I make referrals when needed. If I refer you to the TLC using the Center's referral form, you must obtain assistance from a TLC tutor. Then, when resubmitting your revised assignment, you must provide me with the original referral form completed by your TLC tutor. I will consider your assignment incomplete without the completed referral form.

Disability Accommodations

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please provide me with official documentation from the Center for Accommodations and Support Services (CASS) as soon as possible. The CASS may be contacted at (915)747-5148. More information regarding the Office is available in the 2011-2012 Graduate Catalog or the CASS's website: <http://sa.utep.edu/cass/>.

Statement of Equal Opportunity

The learning environment is based upon open communication, mutual respect, and nondiscrimination. It follows commonly practiced guidelines of nondiscrimination on the basis of age, color, disability, gender, national origin, race, religious belief (or lack thereof), sexual orientation, or veteran status. Please also refer to the Statement of Equal Educational Opportunity of the University of Texas at El Paso of the 2011-2012 Graduate Catalog.

Academic Integrity

It is assumed graduate students know how to avoid committing plagiarism.

In this course, it is considered a violation of academic integrity to use within any out-of-class, for-credit assignment the exact words, phrases, or a similar writing structure (where you use the sentence structure and/or paragraph structure, but change a few words or phrases) of a source or sources, even if you cite the source(s).

In order to maintain program standards, cases of [suspicion] plagiarism, are treated according to UTEP's Handbook of Operating Procedures. Ignorance is not an excuse.

I thoroughly encourage verbal discussion and electronic exchange among students in your studying of the course material. However, unless I give you written consent, all assignments that you submit for credit must be your own original work. In this course, this means that you may not provide assistance to or seek assistance from another individual regarding any of the individual assignments. Direct assistance includes, but is not limited to, downloading data, analyzing data, presenting data and/or findings, or writing any portion of the research report. Any violation of this policy constitutes academic dishonesty.

For more information, please refer to the section on Academic Integrity (page 38) in the University of Texas at El Paso Graduate Catalog 2011-2012 (https://mspace.utep.edu/avasquez6/2011-2012-Entire-Grad-Catalog.pdf?ticket=t_LfBZ22Cg). This document contains a detailed definition of academic dishonesty, along with the University procedure for handling cases of alleged academic dishonesty. A more detailed guide to academic integrity is available in the Student Conduct and Discipline Section of the Handbook of Operating Procedures.

Course Structure

<u>Topic/date</u>	<u>Assigned readings</u>	<u>Class assignments & activities</u>
Class 1 (May 14-16): Organizations, leaders, and organizational change	1. John P. Kotter “John P. Kotter “What Leaders Really Do”. HBR 2. Ronald A. Heifetz and Marty Linsky (2002).A Survival Guide for Leaders. HBR 3. UNDP (2006). Institutional Reform and Change Management: Managing Change In Public Sector Organizations. A UNDP Capacity Development Resource	-intro to class and syllabus; Case Study 1 (May 16)
Class 2 (May 17-19) Overcoming obstacles for change	1. Kegan, R and Lahey, L.L. (2001).The Real Reason People Won’t Change. HBR 2. Coch & French (1948) overcoming resistance to change 3. Ford, J. D., Ford, L. W., & D’Amelio, A. (2008). Resistance to Change: The Rest of the Story 4. Kotter, J. P. Transforming Organizations: Why Firms Fail.	Due: -Reading summary (May 17) - Case 2 (May 19)
Class 3 (May 20-22) Strategies for change: traditional approaches	1. Lewin, K. (1952/2008). Group Decision and Social Change. 2. Golembiewski, R. T. (1969). Organization Development in Public Agencies: Perspectives on Theory and Practice 3. Argyris, C. (1970) Intervention Theory and Methods 4. Senge, M. p. (1990). The Fifth Discipline: The Art and Practice of the Learning Organization Not required, only recommended, do not include in summary: - Britton, B. (2005), Organisational Learning in NGOs: Creating the Motive, Means and Opportunity	Due: -Reading summary (May 20) - Case study 3 (May 22)

<p>Class 4 (May 23-25) Strategies for change: new approaches</p>	<p>1. Greiner, L. E. (1998). Evolution and Revolution as Organizations Grow. 2. Fernandez, S. & Rainey, H. G. (2006). Managing Successful Organizational Change in the Public Sector. PAR 3. Public Service Leadership Diversity Initiative: Advancing Diversity and Inclusion in Public Service: A Guide to Leading Change</p> <p>Not required, only recommended, do not include in summary -Meyerson, D. E. (2001). Radical Change, the Quiet Way -Kim, C. W, & Mauborgne, (2003). Tipping Point Leadership. HBR</p>	<p>Due: -Reading summary with questions (May 23) -Simulation (May 25)</p>
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The Heart of Change: Real-Life Stories this book is available online through UTEP library—the book is only recommended, not required for this short semester.

Reference (required and recommended readings):

Argyris, C. (1970) Intervention Theory and Methods

Bennis. W. G. (2000). Change: The New Metaphysics.

Britton, B. (2005), Organisational Learning in NGOs: Creating the Motive, Means and Opportunity, Praxis Paper No. 3, March 2005, INTRAC

Cinite, I., Duxbury, L. E., & Higgins, C. (2009). Measurement of Perceived Organizational Readiness for Change in the Public Sector. *British Journal of Management*, 20: 265-277

Coch & French (1948) overcoming resistance to change. *Human Relations*, 512-532

Cooperrider, D. L. & Whitney, D. (1999). Appreciative Inquiry.

Fernandez, S. & Rainey, H. G. (2006). Managing Successful Organizational Change in the Public Sector

Ford, J. D., Ford, L. W., & D'Amelio, A. (2008). Resistance to Change: The Rest of the Story. *Academy of Management Review*, 33:2, 362-377

Golembiewski, R. T. (1969). Organization Development in Public Agencies: Perspectives on Theory and Practice.

Greiner, L. E. (1998). Evolution and Revolution as Organizations Grow.

Ronald A. Heifetz and Marty Linsky (2002). A Survival Guide for Leaders. HBR

Kegan, R and Lahey, L.L. (2001). The Real Reason People Won't Change. HBR

Kim, C. W, & Mauborgne, (2003). Tipping Point Leadership. HBR

Kotter, J. P. "John P. Kotter "What Leaders Really Do". Harvard Business Review,

Kotter, J. P. Transforming Organizations: Why Firms Fail.

Laurent, A. (2000). Entrepreneurial Government: Bureaucrats as Businesspeople. IBM center for the Business of the Government.

Lewin, K. (1952/2008). Group Decision and Social Change.

Meyerson, D. E. (2001). Radical Change, the Quiet Way

Public Service Leadership Diversity Initiative (no date). Advancing Diversity and Inclusion in Public Service: A Guide to Leading Change

Senge, M. p. (1990). The Fifth Discipline: The Art and Practice of the Learning Organization