**Program: Public Administration**

**Course Number: XXXX**

**Course: Organization Theory and Behavior: Organizing for Critical Infrastructure**

**Protection University of XXXXXX Fall/Spring Semester 20XX**

**NAME OF SCHOOL**: **DEPARTMENT: PROGRAM:**

**PROFESSOR:** Telephone Number: Office Location: Office Hours:

Email: Website:

**COURSE DESCRIPTION/OVERVIEW**:

The protection of critical infrastructure in the face of natural and man-made threats encompasses a wide range of proactive and reactive systems. “Critical infrastructure” is defined by Federal law as “systems and assets, whether physical or virtual, so vital to the United States that the incapacity or destruction of such systems and assets would have a debilitating impact on security, national economic security, national public health or safety, or any combination of those matters.”1

The organizational challenges posed by this task are substantial. Organizing to protect these infrastructure assets requires the design and management of governmental organizations, inter- agency and intergovernmental networks, and public-private partnerships in such a way that they become highly reliable, responsive, adaptive, and capable of learning. By design, training, and management, these organizations must perform dependably both during normal operations and during crises to engage proactively and reliably with network partners, to communicate and exchange key information securely in real-time, and to exhibit the leadership and cultural characteristics that make coordination and responsiveness possible.

This course is designed to contribute to the accomplishment of these goals by introducing concepts and research relevant to designing organizations that are poised to identify and respond to emerging threats. These requirements are reflected in the course topics outlined below,

1 [http://www.dhs.gov/files/programs/critical.shtm.](http://www.dhs.gov/files/programs/critical.shtm)

1

including the design and maintenance of reliable structures, dependable inter-organizational relations, robust communication channels, decision systems capable of learning from experience, and the leadership, motivational, and cultural characteristics necessary to support these systems.

**COURSE CREDITS**: 3

**PREREQUISITES**: TBD

**LEARNING OUTCOMES/OBJECTIVES**:

This course is designed to enable learners to:

**1.** Recognize traditional organizational design options and their strengths and limitations.

**2.** Become aware of recent design options based on self-organizing and adaptive organizational systems.

**3.** Develop familiarity with the ideas of organizational risk, uncertainty, complexity, and reliability.

**4.** Recognize the structural and cultural characteristics common to highly-reliable organizations.

**5.** Identify the basic forms of communication networks, and the features that facilitate and impede their effective functioning.

**6.** Recognize and describe the variety of mechanisms for inter-organizational coordination and the administrative, technical, and political challenges they pose.

**7.** Recognize organizational information processing and the relationships between information and various means of decision-making and learning.

**8.** Recognize and develop an appreciation for the behavioral, cultural, and political requirements of effective leadership.

**9.** Identify some of the conditions and techniques for organizational change and transformation.

**COURSE DELIVERY:**

This course requires the active and informed participation of everyone in the class. All learners will be expected to have read and thoughtfully considered each week's reading assignments. Participation includes contributing to in-class case discussions, asking and responding to questions about the readings, and offering views on the personal incident analysis presentations. Learners who must miss more than two classes will be encouraged to take the course another semester since so much of the course material will be taught through discussion of readings and management cases.

**COURSE REQUIREMENTS:**

Thoughtful, timely reading of class assignments, thorough preparation of public management discussion cases, and informed participation in class discussions of the cases are the first requirements. Readings will be taken up on the week they are listed in the schedule below.

Written assignments include an incident analysis based on your own experience. This autobiographical analysis should be around 10-15 pages in length. Learners with no

2

organizational experience will have the opportunity to analyze the events described in a published public management case as arranged with the instructor. There will also be a take- home midterm and a set of final take-home essays in which learners can describe what they have discovered about organization theory and their own management strategies.

**EVALUATION/GRADING**:

The written case analysis will be weighted 40% of the final grade, the mid-term exam will be 15%, and the final exam, 25%. A record of informed participation in discussions of readings and cases will count 20% in determining the final grade.

**PUBLIC MANAGEMENT CASES FOR IN-CLASS DISCUSSION**:

Several cases describing a public management problem applicable to infrastructure protection and crisis management are listed in the syllabus below. Learners will first discuss the case in groups to identify and prioritize the problems exhibited in the case and to propose directions for solutions. Groups will then report their findings to the class and compare approaches. We will pay particular attention to concepts, theories, or research findings in the week’s readings in analyzing these problems and in suggesting solutions. These discussions will form part of the participation grade for the course. They also help prepare students to think about alternative approaches to solving organizational problems in critical infrastructure protection.

**WRITTEN CASE ANALYSIS (40%)**:

At the end of the semester, learners will prepare and present a case description and analysis of their own personal organizational experience, typically how a problem or conflict that arose was (or should have been) resolved. Learners can begin by **describing** the situation or events at the heart of the case and then **explaining** why the problem arose and what was done or what might have been done to improve the situation. This explanation must use course concepts, theories, or research findings and make explicit citations to these ideas. Learners may identify an action or decision that represented an organizational success, again explaining **what** happened and **why** the action was successful using the concepts and theories from the course. Be sure to make **explicit reference** to particular theories, authors, and research from course readings. In the end, the analysis should show us what we can learn from the incident about how to manage well.

Grades for the autobiographical cases will be based on the clarity and colorfulness of the description of the event, the specificity and appropriateness of the theories and research used to analyze the event, and the reasonableness of the discussion of management solutions. The case analysis invites learners to stand back from an event and use the ideas, research, and theory in the course to stimulate their thinking about ways to approach managerial problems. The purpose of the assignment is to provide an opportunity to illustrate the use of theory in practice. Doing so will lead to a wider capacity for innovation and problem solving. Proper citations of articles and books should be used for all assignments in the course. See the following website to link to a description of the APA citation or Author Date System which is generally preferred in the social sciences: [http://wally.rit.edu/pubs/guides/apa.html.](http://wally.rit.edu/pubs/guides/apa.html)

3

A brief oral presentation of the autobiographical case analyses will be made in class at the end of the semester. Presentations should be about 10 minutes, followed by 5 minutes of discussion and feedback from the class. This is an opportunity to see what other learners are doing and to get further insight into your own experiences. Presentation will count toward the grade on this assignment, but the main emphasis is on the written work.

**COURSE READINGS:**

The required books for this class include:

Doris Graber, *The Power of Communication: Managing Information in Public Organizations*, (2003).

Hal Rainey, *Understanding and Managing Public Organizations*, 4th ed., (2010). Edgar Schein, *The Corporate Culture Survival Guide*, (2009).

A number of other required readings will be available online or through your library article retrieval or reserve system.

Other readings are drawn from:

Charles Perrow, *Normal Accidents*, 2nd edition (1999).

Jay M. Shafritz, J. Steven Ott, and Yong Suk Jang (eds.), *Classics of Organization Theory*, Multiple editions

Charles T. Goodsell, *Mission Mystique: Belief Systems in Public Agencies*, (Washington D.C.: CQ Press, 2010).

Terry Newell, Peter Ronayne, and Grant Reeher, *The Trusted Leader: Building the Relationships that Make Government Work*, 2nd edition, (Washington D.C.: CQ Press, 2011).

Some suggested cases for in-class discussion are from the Electron Hallway, Evans School of

Public Affairs, University of Washington, [http://hallway.evans.washington.edu/.](http://hallway.evans.washington.edu/)

4

**COURSE OUTLINE**

**LESSON 1 TOPIC: INTRODUCTION: ORGANIZING FOR CRITICAL INFRASTRUCTURE PROTECTION**

**1. Learning Goals/Objectives**: Offer learners an introduction to the analysis of public organizations and the ways in which organizational characteristics affect the capacity for critical infrastructure protection. Learners will:

• Identify the basic characteristics of large complex organizations and some of the differences and similarities between governmental, non-profit, and private organizations.

• Recognize the particular challenges and rewards of managing in the public sector.

• Discuss the place of organizational and inter-organizational systems in infrastructure protection.

• Identify the formal governmental organizations that are involved in critical infrastructure protection and the private and non-profit organizations that are part of this system.

• Identify some of the special organizational and managerial challenges that characterize the inter-organizational system on which infrastructure protection depends.

**2. Required Reading**:

*National Infrastructure Protection Plan: Partnering to Enhance Protection and Resiliency*, Executive Summary, (2009), [http://www.dhs.gov/xlibrary/assets/NIPP\_Plan.pdf.](http://www.dhs.gov/xlibrary/assets/NIPP_Plan.pdf)

U.S. Government Accountability Office, *Department Of Homeland Security: Progress Made and*

*Work Remaining In Implementing Homeland Security Missions 10 Years After 9/11*, GAO-11-

881, [http://www.gao.gov/highlights/d11881high.pdf.](http://www.gao.gov/highlights/d11881high.pdf)

Hal Rainey, *Understanding and Managing Public Organizations*, Chapter 1: The Challenge of

Effective Public Management and Chapter 3: What Makes Public Organizations Distinctive.

5

**LESSON 2 TOPIC: GETTING ORGANIZED I: CLASSICAL APPROACHES TO ORGANIZATIONAL DESIGN**

**1. Learning Goals/Objectives:** Provide background on the traditional bureaucratic form and classic approaches to the design of organizational structures. Learners will:

• Identify the defining characteristics of traditional bureaucracy and the forces that shaped its evolution.

• Consider the ways in which the American public service sector constitutes a bureaucracy, and the way the bureaucratic form is here and in other nations is still evolving.

• Recognize the organizational and managerial processes that are represented in an organization chart.

• Consider the chief characteristics of the structure of an organization and the choices to be made regarding design of large, complex organizational structures, such as the chain of command, centralized or decentralized decision structures.

• Recognize the tradeoffs, the particular advantages and limitations, of alternative design choices, especially regarding the coordination of tasks and office processes.

**2. Discussion Questions:**

• What are the defining characteristics of traditional bureaucracy? What are the forces that shaped its evolution?

• What are the ways in which the American public service sector constitutes a bureaucracy? How is the bureaucratic form here and in other nations evolving?

• What are the principal advantages of a centralized structure? A decentralized structure?

• What are the advantages of program-based departments over functional departments? When are geographic and client-based departments useful? Where are the coordination pressures in each of these designs?

• When is the principal of unity of command violated in a matrix design? What are the tradeoffs?

• What are the key advantages in the different models of job design? Under which model would you like your job to be designed?

**3. Required Reading:**

Hal Rainey, *Understanding and Managing Public Organizations*, Chapter 8, pp. 201-204 and

215-223.

Max Weber, “Bureaucracy,” in *Classics of Organization Theory.*

Luther Gulick, “Notes on the Theory of Organization,” in *Classics of Organization Theory.*

Davis and Lawrence, “The Matrix Organization: Who Needs It?” *Classics of Organization Theory.*

6

Michael A. Campion, et al., “Work Redesign: Eight Obstacles and Opportunities,” *Human Resource Management*, 44(4), (Winter 2005), 367–390, [http://www.shrm.org/Education/hreducation/Documents/44-4%20Campion%20et%20al.pdf.](http://www.shrm.org/Education/hreducation/Documents/44-4%20Campion%20et%20al.pdf)

James Q. Wilson, *Bureaucracy: What Government Agencies Do and Why They Do It*, Chapters

1- 2, pp. 3-28.

U.S. Department of Homeland Security, Critical Infrastructure Resource Center:

[http://training.fema.gov/EMIWeb/IS/is860a/CIRC/index.htm.](http://training.fema.gov/EMIWeb/IS/is860a/CIRC/index.htm)

**4. Case for Discussion: U.S. Department of Homeland Security Organization Structure**: Download the organization chart of the U.S. Department of Homeland Security [[http://www.dhs.gov/xabout/structure/editorial\_0644.shtm]](http://www.dhs.gov/xabout/structure/editorial_0644.shtm) and describe the structure of the Department. What agencies are involved and how are they related to each other? What is the basis for the relationships among the organizations? What forms of authority are in play?

**5. Alternate Case for Discussion: Electronic Hallway: King County Library**

What structural problems are evident in the case? What other conditions exacerbate the structural problems? What structural solutions do they adopt? Do you expect these changes to address the problems facing the library? Why? What is the logic of the reorganization? What non-structural solutions are added? What contribution do these non-structural changes make to solving the library’s problems?

7

**LESSON 3 TOPIC: GETTING ORGANIZED II: ADAPTIVE AND SELF-ORGANIZING DESIGNS**

**1. Learning Goals/Objectives:** Provide an introduction to alternative approaches to classic theories of organization structure that makes use of current ideas of adaptive and learning organizational designs. Learners will:

• Consider how organization structures could be designed to support the coordination need of the agency’s work processes.

• Discover how work technologies can be analyzed and matched to appropriate structural supports. Study the ways that learning from experience and from the experience of similar agencies can be used to adapt organization structures and processes to increase effectiveness.

• Identify the structural adaptations needed to adjust and succeed in complex, rapidly changing external environments.

• Recognize the ways in which adaptive learning might be used in responding to threats to infrastructure.

• Debate the relative merits of hierarchical vs. adaptive, often decentralized approaches.

**2. Discussion Questions:**

• What are the ways in which work in organizations is coordinated? What are the mechanisms and structures?

• What are some structural adaptations to rapidly changing environments? How is coordination achieved?

• What are some adaptations to routine and non-routine organizational program technologies?

How do the technologies of public organizations evolve and shape the design of organizations?

• What are the ways in which adaptive learning might be used in responding to threats to infrastructure? What would adaptive designs look like on the ground?

• What are the relative merits of a hierarchical approach? What are the relative merits of an adaptive, often decentralized approach?

**3. Required Reading:**

Rainey, *Understanding and Managing Public Organizations*, Chapter 8, pp. 204-215 and 224-232.

Jay Galbraith, “Information Processing Model,” in *Classics of Organization Theory*.

John Seely Brown and Paul Duguid, “Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation,” *Organization Science*, 2(1), (1991), 40-57, [http://www.idi.ntnu.no/grupper/su/publ/ese/brown-duguid91.pdf.](http://www.idi.ntnu.no/grupper/su/publ/ese/brown-duguid91.pdf)

Kathleen M. Carley and John R. Harrald, “Organizational Learning under Fire: Theory and

Practice,” *American Behavioral Scientist,* 40(3), (1997), 310–332.

8

Eric Stern, “Crisis and Learning: A Conceptual Balance Sheet,” *Journal of Contingencies and*

*Crisis Management*, 5(2), (1997), 69–86.

Louise Comfort, “Risk, Security and Disaster Management,” *Annual Review of Political Science*. 8, (2005), 335–56, [http://iisis.gspia.pitt.edu/publications/Risk\_Security\_and\_Disaster\_Management-2005.pdf.](http://iisis.gspia.pitt.edu/publications/Risk_Security_and_Disaster_Management-2005.pdf)

**4. Recommended Additional Reading:**

William M. Snyder, Etienne Wenger, and Xavier de Sousa Briggs, “Communities of Practice in

Government: Leveraging Knowledge for Performance,” *The Public Manager*, 32(4), (2004), 17-21.

David Korten, “Community Organization and Rural Development: A Learning Process

Approach,” *Public Administration Review*, 40, (1980), 480-511 (esp. 495-511).

Daniel Aldrich, “Fixing Recovery: Social Capital in Post-Crisis Resilience,” *Journal of Homeland Security* 6, (June 2010), 1-10, <http://web.ics.purdue.edu/~daldrich/wp-content/uploads/2010/05/Aldrich%20Fixing%20Recovery%20Journal%20of%20Homeland%20Security.pdf>.

**5. Case for Discussion**: **U.S. Department of Homeland Security: National Infrastructure Protection Plan**: Download the National Infrastructure Protection Plan (Executive Summary) [[http://www.dhs.gov/xabout/structure/editorial\_0644.shtm]](http://www.dhs.gov/xabout/structure/editorial_0644.shtm) and describe the organizational coordination strategies underlying the Plan. What agencies are involved and how are they related to each other? What is the basis for the relationships among the organizations? What forms of authority are in play? What has the structural and procedural focus been over the past decade? What do the readings from this week and your own analysis suggest about how designs might be made more adaptable and responsive to changing conditions?

**U.S. Department of Homeland Security, Office of Infrastructure Protection, Critical Infrastructure Sector Partnerships**: [http://www.dhs.gov/files/partnerships/editorial\_0206.shtm#ssc.](http://www.dhs.gov/files/partnerships/editorial_0206.shtm#ssc)

9

**LESSON 4 TOPIC: COMPLEXITY, NORMAL ACCIDENTS, AND HIGHLY RELIABLE ORGANIZATIONS**

**1. Learning Goals/Objectives:** Offer an introduction to two contending views of the prospects for reliable, crisis-free maintenance, of the complex technologies and institutions that surround us. Learners will:

• Identify the conditions in contemporary society that create the circumstances under which accidents and disasters might be considered “normal.”

• Consider the organizational design elements that have been able to overcome the tendency for complexly interactive and tightly coupled systems to experience accidents.

• Recognize the structural and cultural characteristics of highly reliable systems.

• Discuss the application of such systems for the maintenance of critical infrastructures.

**2. Discussion Questions**:

• What incident in your experience qualifies as a normal accident? How did it arise? How does the situation illustrate tightly coupled systems? Complex interactions?

• What can be done to decouple systems? What impact does redundancy have for the systems?

• How do Highly Reliable Organizations (HROs) deal with tight coupling and complexly interactive systems?

• How are HROs created? How can such systems be applied to the maintenance of critical infrastructures?

• What near misses play in the development of highly reliable systems? How specifically do organizations learn from them?

**3. Required Reading:**

Charles Perrow, *Normal Accidents*, (1999), 3-100, and one other disaster scenario of your choice. Todd LaPorte and Paula Consolini, “Working in Practice but not in Theory: Theoretical

Challenges of ‘High Reliability Organizations,’” *Journal of Public Administration Research*

*Theory*. 1(1), (January 1993), 19-48 (esp. 29-43), http://polisci.berkeley.edu/people/faculty/LaPorteT/LaPorte-[WorkinginPracticebutNotinTheory.pdf.](http://polisci.berkeley.edu/people/faculty/LaPorteT/LaPorte-WorkinginPracticebutNotinTheory.pdf)

Arjen Boin and Allan McConnell, “Preparing for Critical Infrastructure Breakdowns:

The Limits of Crisis Management and the Need for Resilience,” *Journal of Contingencies and*

*Crisis Management,* 15(1), (2007), 50-59.

**4. Recommended Additional Reading:**

Paul R. Schulman, “The Negotiated Order of Organizational Reliability,” *Administration & Society*, 25(3), (1993), 353-372.

Charles Perrow, “The Limits of Safety: The Enhancement of a Theory of Accidents,” *Journal of*

*Contingencies and Crisis Management*, 2(4), (1994), 212.

10

Arjen Boin and Paul Schulman, “Assessing NASA’s Safety Culture: The Limits and Possibilities of High Reliability Theory,” *Public Administration Review*, 68(6), (2008), 1050-1062, [http://faculty.cbpp.uaa.alaska.edu/afgjp/PADM610/Assessing%20NASA's%20Safety%20Culture.pdf.](http://faculty.cbpp.uaa.alaska.edu/afgjp/PADM610/Assessing%20NASA's%20Safety%20Culture.pdf)

PowerPoint presentation on normal accident theory, [http://www.hq.nasa.gov/office/codeq/accident/accident.pdf.](http://www.hq.nasa.gov/office/codeq/accident/accident.pdf)

**5. Case for Discussion:** Select one of the scenarios from Perrow’s *Normal Accidents* and discuss how LaPorte and Consolini or Boin and McConnell would analyze the case and view the prospects for learning to avoid accidents.

**5. Alternative Case for Discussion**: Consider your agency’s emergency plans or routines and examine the prospects for a normal accident. How tightly coupled are the critical systems? How complexly interactive are the parts of the plan or routine? How might the multi-layer response design that LaPorte and Consolini describe or Perrow’s advice about de-coupling system elements make your agency plan more resilient?

11

**LESSON 5 TOPIC: BUILDING ROBUST COMMUNICATION NETWORKS**

**1. Learning Goals/Objectives**: Describe the elements of effective communication networks and the factors that inhibit effectiveness and recognize the importance of robust communication for coordination within and among organizations. Learners will:

• Recognize alternative forms of communication systems within and among organizations.

• Identify key roles of actors in communication networks.

• Discuss what contributes to effective communication in organizations and the role of effective communication in creating coordinated emergency response networks.

• Identify the impediments to good communication and how can they be overcome.

• Recognize the uses of current information technologies such as intranets, social networking, wikis, and blogs contribute to successful communication and coordination.

**2. Discussion Questions:**

• What are the particular weaknesses associated with upward communication flows? With downward flows?

• What kinds of filtering are likely to occur in your organization? What are their effects?

• What sources of information overload are most common in your organization? How do you and your colleagues cope? What effects does this have on the pace of work? What realistically can be done to minimize this source of distortion?

• Who are the key actors in communications networks in your organization? What are their specific roles? What keeps them working well?

• How do the inter-organizational network forms apply in emergency response networks?

What is needed to maintain coordinated responses?

• How can current information technologies such as intranets, social networking, wikis, and blogs contribute to successful communication in your organization? How might they be used more effectively? What prevents this?

**3. Required Reading:**

Information Sharing: A Vital Resource for a Shared National Mission to Protect Critical

Infrastructure, [http://www.dhs.gov/files/programs/gc\_1292350623062.shtm.](http://www.dhs.gov/files/programs/gc_1292350623062.shtm)

Doris Graber, *The Power of Communication*, Chapter 3: Channeling Bureaucratic Information

Flows and Chapter 4: Constructing Networks.

Hal Rainey, *Understanding and Managing Public Organizations*, Chapter 8, pp.232-240 and Chapter 12, pp. 365-370.

Annick Willems and Marc Beulens, “Knowledge Sharing in Public Sector Organizations: The Effect of Organizational Characteristics on Interdepartmental Knowledge Sharing,” *Journal of Public Administration Research and Theory* 17 (4), (2007), 581-606.

12

Louise Comfort, Kilkon Ko, and Adam Zagoreki, “Coordination in Rapidly Evolving Disaster Response Systems: The Role of Information,” *American Behavioral Scientis*t 48(3), (November 2004), 295-313, [http://www.sis.pitt.edu/~adamz/pdf/ab.pdf.](http://www.sis.pitt.edu/~adamz/pdf/ab.pdf)

**4. Recommended Additional Reading:**

Jane Fedorowicz, Janice Gogan, and Christine Williams, *The E-government Collaboration Challenge: Lessons from Five Case Studies*, (Arlington, VA: IBM Center for the Business of Government, 2006), http://www.businessofgovernment.org/report/e-government-collaboration-[challenge-lessons-five-case-studies.](http://www.businessofgovernment.org/report/e-government-collaboration-challenge-lessons-five-case-studies)

Caron Chess and Lee Clarke, “Facilitation of Risk Communication during the Anthrax Attacks of 2001: The Organizational Backstory,” *American Journal of Public Health*, 97(9), (2007),

1578-1584.

Donald Moynihan, “Learning under Uncertainty: Networks in Crisis Management,” *Public Administration Review*, 68(2), (March/April 2008), 350-365, [http://www.lafollette.wisc.edu/facultystaff/moynihan/PAR68(2)Learning.pdf.](http://www.lafollette.wisc.edu/facultystaff/moynihan/PAR68(2)Learning.pdf)

Marks Granovetter, “The Strength of Weak Ties,” *American Journal of Sociology*,

78(6), (1973), 1360-1380,

[http://sociology.stanford.edu/people/mgranovetter/documents/granstrengthweakties.pdf.](http://sociology.stanford.edu/people/mgranovetter/documents/granstrengthweakties.pdf)

**5. Case for Discussion**: U.S. Department of Homeland Security, Protection Partnerships and Information Sharing, <http://www.dhs.gov/files/programs/gc_1292347375129.shtm>. Consider the information sharing prescribed in this document. What are its strengths? What assumptions does it make?

**6. Alternative Case for Discussion**: NASA Columbia Accident Investigation Board Report, Volume 1, Chapter 6, (August, 2003), 140-154. Identify the missed opportunities for the NASA actors to uncover the information needed to recognize the problem with the *Columbia*. Discuss the impediments to effective communication and coordination that can be seen during the last flight of the *Columbia*. What prevented the actors in the case from recognizing the dangers of the assumptions they were making? What pressures limited the willingness of mission management to reexamine their assumptions?

13

**LESSON 6 TOPIC: AGENCY ENVIRONMENTS, INTER-ORGANIZATIONAL RELATIONS, AND NETWORKS**

**1. Learning Goals/Objectives:** Provide an overview of the forms of inter-organizational networks and the tasks for managers and organizations in creating and maintaining networks. Learners will:

• Identify the elements, actors, and institutions that comprise the environment of an organization in general and for infrastructure protection systems in particular.

• Recognize the role of networks in contemporary public administration generally and in infrastructure protection.

• Identify alternative forms and purposes of inter-agency networks and tasks required to maintain networks.

• Consider some of the specific ways that an agency adapts to its environment — structurally and programmatically.

• Begin to recognize how coordination is achieved in complex, inter-agency and intergovernmental settings, and what adaptations organizations make to adjust or coordinate.

• Identify the difficulties in achieving inter-agency coordination and the consequences of failure to coordinate.

**2. Discussion Questions:**

• What are the groups and institutions that comprise the environment of infrastructure systems you are most concerned with? Who are the actors?

• What are some of the specific ways that an agency adapts to its environment — structurally and programmatically? How has your agency adapted over time?

• What are some alternative forms of inter-agency networks with which you work?

• Why do the governance forms described by Milward and Provan differ? How specifically to they support different network forms?

• What governance form describes how your networks function? What are the strengths of these forms?

• What are some of the difficulties in achieving coordination in the inter-agency setting in which you work? What are some of the consequences of failure to coordinate?

**3. Required Reading:**

Hal Rainey, *Understanding and Managing Public Organizations*, Chapter 4: Analyzing the Environment of Public Organizations.

Donald Chisholm, *Coordination without Hierarchy: Informal Structures in Multiorganizational*

*Systems*, Chapter 4, (Berkeley: University of California Press, 1989).

Brinton Milward and Keith Provan, *A Manager's Guide to Choosing and Using Collaborative Networks*, (IBM Center for the Business of Government, 2006), http://www.searchca.net/users/FolderData/%7B9C1F4A33-677E-4ACE-805A-[ACCC0B8F4380%7D/ProvanReport.pdf.](http://www.searchca.net/users/FolderData/%7B9C1F4A33-677E-4ACE-805A-ACCC0B8F4380%7D/ProvanReport.pdf)

14

Donald Moynihan, “Combining Structural Forms in the Search for Policy Tools: Incident

Command Systems in U.S. Crisis Management,” *Governance*, 21(2), (2008), 205-229.

**4. Recommended Additional Readings:**

Robert Agranoff, Leveraging Networks: A Guide for Public Managers Working Across Organizations, (Arlington, VA: IBM Center for the Business of Government, 2003),<http://www.businessofgovernment.org/report/leveraging-networks-guide-public-managers-> working-across-organizations.

Marcus Abrahamsson, Henrik Hassel, and Henrik Tehler, “Towards a System-Oriented Framework for Analysing and Evaluating Emergency Response,” *Journal of Contingencies & Crisis Management*, 18(1), (2010), 14-25.

**5. Case for Discussion:** Select one of the working groups in the site below and determine the kind of network it is by applying one of Milward and Provan’s types. What pressures does this put on the network partners? What governance tasks are important? What governance elements are in evidence?

U.S. Department of Homeland Security, Critical Infrastructure Partnership Advisory Council

Working Groups by Sector, [http://www.dhs.gov/files/committees/gc\_1277402017258.shtm.](http://www.dhs.gov/files/committees/gc_1277402017258.shtm)

**Alternative Case for Discussion:** John J Kiefer and Robert S Montjoy, “Incrementalism before the Storm: Network Performance for the Evacuation of New Orleans,” *Public Administration Review,* 66 (Special Issue, December 2006), 122-130, [http://www.library.eiu.edu/ersvdocs/4735.pdf.](http://www.library.eiu.edu/ersvdocs/4735.pdf)

What type and form of network was intended in this case? What kinds of impediments to the creation of a pre-event, planning network are evident? What were the network failings? What would a hierarchical process have looked like? Who would the actors have been? Would a hierarchical solution have worked better? Why (not)?

15

**LESSON 7 TOPIC: COLLECTING AND MANAGING INFORMATION FOR DECISION-MAKING AND LEARNING**

**1. Learning Goals/Objective:** Raise awareness of information management and information processing as important tasks for public managers. Learners will:

• Recognize the formal and informal sources of information about organizational results that are available to public managers.

• Identify some of the impediments to the collection and distribution of information about results.

• Consider the ways that information is distributed, stored, retrieved, and used in learning for increased program effectiveness.

• Recognize the political context for learning and the incentives for learning.

**2. Discussion Questions:**

• What are some formal and informal sources of information about the health of the infrastructure security in place? How is this information collected? Shared? What networks exist for communicating this information?

• What are some of the impediments to the collection and distribution of information about the state of the critical infrastructure you work with? What can you take from the readings so far about how to make the information collection more robust?

• How is information distributed, stored, retrieved, and used in learning for increased program effectiveness? Where is information lost?

• What needed information is not collected? What might be done to overcome the barriers to collecting this information?

**3. Required Reading:**

Doris Graber, *The Power of Communication*, Chapter 2: Building Information Bases: Resources and Obstacles.

James March, Lee Sproull, and Michal Tamuz, “Learning from Samples of One or Fewer,” in

*Organizational Learning*, edited by Michael Cohen and Lee Sproull, (Thousand Oaks, CA: Sage,

1996).

Michael Morris and Paul Moore, “The Lessons We (Don't) Learn: Counterfactual Thinking and Organizational Accountability after a Close Call,” *Administrative Science Quarterly* 45(4), (2000), 737-71.

Robert D. Behn, “Why Measure Performance? Different Purposes Require Different Measures,” *Public Administration Review*, 63(5), (September/October, 2003), 586-606,

http://onlinelibrary.wiley.com/doi/10.1111/1540-6210.00322/pdf.

16

Thomas Birkland, “Learning and Policy Improvement after Disaster: The Case of Aviation

Security,” *American Behavioral Scientist*, 48(3), (November 2004), 341-364.

**4. Recommended Additional Reading:**

Herbert Kaufman, *Administrative Feedback: Monitoring Subordinates' Behavior*, (Washington, D.C.: Brookings Institution, 1973).

George Huber, “Organization Learning: The Contributing Processes and the Literatures,” *Organizational Science* 2(1), (1991), 88-115, [http://users.business.uconn.edu/jgoodman/MGMT%206201%20Assigned%20Readings%202008](http://users.business.uconn.edu/jgoodman/MGMT%206201%20Assigned%20Readings%202008/8%20Organizational%20learning/Huber%201991.pdf)

[/8%20Organizational%20learning/Huber%201991.pdf.](http://users.business.uconn.edu/jgoodman/MGMT%206201%20Assigned%20Readings%202008/8%20Organizational%20learning/Huber%201991.pdf)

Donald F. Kettl, “Managing on the Frontiers of Knowledge: The Learning Organization,” in *New Paradigms for Government,* edited by Patricia W. Ingraham and Barbara S. Romzek, (San Francisco: Jossey-Bass, 1994).

**5. Case for Discussion:** Patrick O'Neil, “High Reliability Systems and the Provision of a Critical Transportation Service,” *Journal of Contingencies and Crisis Management*, 19(3), (September 2011), 158-168. “Key to the effectiveness of this HRS structure is vertical and horizontal information flow supported by multiple dedicated organizations created to identify, analyze, and mitigate precursors that might threaten system operations and reliability.”

Consider this case in light of what you have read about information collection and distribution. What contributions do dedicated learning systems make? What accounts for their effectiveness?

17

**LESSON 8 TOPIC: DECISION-MAKING AND STRATEGIC PLANNING**

**1. Learning Goals/Objectives:** Provide an overview of decision processes, including search and choice criteria, especially as they rest upon information and communication systems. Learners will:

• Become aware of the prevalence of bounded and routine decision processes and the content and consequences of preprogrammed routines.

• Consider the range of prescriptive and descriptive models designed to guide our understanding of how decisions should be or are made. Compare these with research on how most decisions in public organizations are made.

• Learn about the forms of facilitated decision processes, and their advantages and limitations.

• Recognize the forms of decision processes that comprise strategic planning and management procedures.

**2. Discussion Questions**:

• What examples of preprogrammed decisions can you find in your organizations? What are their virtues? What options are limited as a result? When do routines change? What happens to change the program? Consider this in light of High Reliability processes.

• What instances of the full rational planning model can you think of in your agency? Is incrementalism or satisficing more common?

• What would you do to improve the quality of incremental processes in your organization?

How can the negotiation process improve?

• What would you do to improve the quality of satisficing processes in your organization?

How can the search process be improved?

• Can you find examples of “Garbage Can” decision making? What finally led to a decision?

• What are some of the forms of facilitated decision processes you use in your agency? What are their advantages and limitations?

• What decision processes are typical in strategic planning? Note how these processes are dependent on communication and information collection and processing? What can be done to improve the quality of the strategic process?

• How can you change strategic plans into strategic management? What is needed to do this?

What examples can you find in your organization of doing so?

**3. Required Reading:**

Hal Rainey, *Understanding and Managing Public Organizations*, Chapter 7, pp. 179-200. Doris Graber, *The Power of Communication*, Chapter 6: Foundations for Sound Decisions. Andrew H. Van de Ven and Andre L. Delbecq, “The Effectiveness of Nominal, Delphi and

Interacting Group Decision Making Process,” *Academy of Management Journal,* 17(4), (1974),

605-621.

18

Paul C. Nutt, “Types of Organizational Decision Processes,” *Administrative Science Quarterly*,

29(3), (September 1984), 414-450.

Theodore Poister, “Strategic Planning and Management in State Departments of Transportation,”

*International Journal of Public Administration,* 28(13), (2005), 1035-56.

Louise Comfort, “Crisis Management, in Hindsight: Cognition, Communication, Coordination and Control,” *Public Administration Review,* 67 (December Supplement), (2007), 189-197.

**4. Case for Discussion:** Electronic Hallway: Hurricane Katrina: A Man-Made Crisis?

[http://hallway.evans.washington.edu/cases/hurricane-katrina-man-made-crisis.](http://hallway.evans.washington.edu/cases/hurricane-katrina-man-made-crisis)

Many factors, historical, geologic, and cultural, contributed to the effects of Hurricane Katrina. Based on the evidence in this case and on your growing understanding of organizational and inter-organizational information flows and decision processes, identify some of the organizational and managerial contributions to the disaster. What lessons about information management, organizational learning, and decision-making could be applied in this case? How might the adoption of any of these lessons have altered the trajectory of events? What would have made their adoption more likely?

**4. MID-TERM EXAM** Distributed — Due next class meeting.

19

**LESSON 9 TOPIC: GETTING MOTIVATED: MOTIVES, INCENTIVES, AND INDIVIDUAL BEHAVIOR IN**

**AGENCIES**

**1. Learning Goals/Objectives:** Provide an introduction to the key concepts and theories of work motivation, especially in public organization settings that rely upon commitment to public service and duty. Learners will:

• Recognize the theories of motivation that inform the creation of incentives and benefit systems in public organizations.

• Recognize the special incentives and stresses of emotionally-engaging public service work.

• Identify the effects of performance management on motivation and incentive systems.

• Consider the implications of theories of public service motivation for organizations committed to critical infrastructure protection and service in the time of crisis.

**2. Discussion Questions:**

• What are the incentives that are most important to you? What about your job gets you up and out to work in the morning?

• What formal incentives are there in your organization? What other characteristics of the job or worksite serve to motivate you and your colleagues? What motivation theories explain the effect of these incentives and how they might be made more effective?

• In what ways does work with critical infrastructures constitute emotional labor? What other kinds of stressors are common? What means of stress relief do you see in the workforce around you?

• How is your work quality monitored? How aware are people in your organization of how their work is evaluated? What effects does this have on motivation in your agency? How could work monitoring and evaluation be improved?

• How important is the concept of “Public Service Motivation” among those in your organization? What particular forms does it take? How is it expressed?

• What untapped sources of motivation are there in agencies devoted to critical infrastructure protection? How might managers make better use of these sources of motivation?

**3. Required Reading:**

Hal Rainey, *Understanding and Managing Public Orga****n****izations*, Chapter 9: Understanding People in Public Organizations: Values and Motives, and Chapter 10: Understanding People in Public Organizations: Theories of Work Motivation and Work-Related Attitudes.

Mary E. Guy, Sharon H. Mastracci, and Meredith A. Newman, *Emotional Labor: Putting the*

*Service in Public Service,* Chapter 1: Emotional Labor and Public Service, 69-75, (2008).

James L Perry, Debra Mesch, and Laurie Paarlberg, “Motivating Employees in a New Governance Era: The Performance Paradigm Revisited,” *Public Administration Review*, 66(4), (Jul/Aug 2006), 505-514, [http://glennschool.osu.edu/faculty/brown/home/810/Class%20Materials/Perry.pdf.](http://glennschool.osu.edu/faculty/brown/home/810/Class%20Materials/Perry.pdf)

20

Michael W. Brand et al., “Public Health’s Response: Citizens’ Thoughts on Volunteering,”

*Disaster Prevention and Management,* 17(1), (2008), 54-6.

**4. Recommended Additional Reading:**

W. Michael Dunaway and Gregory L. Shaw, “The Influence of Collaborative Partnerships on Private Sector Preparedness and Continuity Planning,” *Journal of Homeland Security and Emergency Management*, 7(1), (2010), 1-17.

Christine Kane-Urrabazo, “Duty in a Time of Disaster: A Concept Analysis,” *Nursing Forum*,

42(2), (April-June 2007), 56-64.

**5. Case for Discussion:** Electronic Hallway: Division of Water Resources, [http://hallway.evans.washington.edu/cases/division-water-resources.](http://hallway.evans.washington.edu/cases/division-water-resources) What was the evaluation process before the new director arrived? What were the problems with the process? Why did the new director separate the performance evaluations from the salary evaluations? What made her confident enough to open up the discussion of evaluation standards to the staff? Was it a good choice? What long term results can be lined to this decision?

21

**LESSON 10 TOPIC: LEADERSHIP RESEARCH AND THEORY**

**1. Learning Goals/Objectives:** Provide an overview of current theories of effective leadership in public sector settings. Learners will:

• Investigate alternative theories of effective organizational leadership and their implications for public organization behavior.

• Identify the particular management tasks that arise in public organizations.

• Consider how effective leadership differs at the supervisory and executive levels.

• Discuss the coaching and training aspects of supervisory leadership.

• Think about the role of transactional, transformational, and entrepreneurial leadership styles in public organizations.

**2. Discussion Questions**:

• How would you characterize the differences between a directive and a coaching or supportive style? What constitutes coaching according to Redmon?

• How would you exercise a participative style? What kinds of participation might be possible in your agency?

• How would you identify the level of group maturity to look for when using the life cycle theory of leadership style? What would you look for?

• How does effective leadership differ at the supervisory and executive levels? What examples of effective leadership at each level have you seen in your experience?

• What are the skills of transactional leaders? Where do you see this kind of leadership exercised?

• What is the role of transformational and entrepreneurial leadership styles in public organizations? When are these appropriate? When are they inappropriate and unhelpful? What is the difference between transformation and charismatic leadership?

**3. Required Reading:**

Hal Rainey, *Understanding and Managing Public Organizations*, Chapter 11: Leadership and

Managerial Roles, pp. 314-353.

Terry Newell, Grant Reeher, and Terry Ronayne, Introduction: The Context for Leading Democracy, and Ron Redmon, Chapter 3: Coaching: A Leadership Imperative for the 21st Century, in *The Trusted Leader: Building the Relationships that Make Government Work*, (Washington D.C.: CQ Press, 2008).

**4. Case for Discussion:** William L. Waugh Jr. and Gregory Streib, “Collaboration and Leadership for Effective Emergency Management,” *Public Administration Review*, 66, (December 2006,), 131-40, http://faculty.maxwell.syr.edu/rdenever/NatlSecurity2008\_docs/Waugh\_CollaborationLeadershi[p.pdf.](http://faculty.maxwell.syr.edu/rdenever/NatlSecurity2008_docs/Waugh_CollaborationLeadership.pdf)

22

This article illustrates what are seen as faulty leadership approaches in coping with networks in emergency management settings. Contrast the actions of the leaders in this report with those recommended in this week’s readings and the readings on network management and communication. What might the actors have done to more effectively lead in this setting? What do the authors suggest? Do you agree?

23

**LESSON 11 TOPIC: LEADERSHIP POWER AND POLITICS**

**1. Learning Goals/Objectives:** Consider the strategic and political aspects of public sector leadership at executive levels and develop the skills and understanding needed to be effective in achieving public objectives, especially in emergency management settings and critical infrastructure programs. Learners will:

• Identify the political and strategic dimensions of government leadership at the executive levels.

• Consider the particular challenges attendant on leadership in the complex, multi-agency and unstable crisis situations.

• Examine the backgrounds of and the particular skills used by successful public sector leaders.

• Recognize some of the tactics often used to avoid responsibility for leadership in times of disaster and the consequences of these actions.

**2. Discussion Questions:**

• What are the political and strategic dimensions of government leadership at the executive levels? Where is transactional and transformational leadership exercised at this level?

• What examples of transactional leadership do you see in the Hutchins example? What elements of transformational leadership does he exhibit?

• Where have you learned the leadership skills you possess? How did you develop them?

Given the examples in the readings, how might one develop such skills? How are they learned and practiced?

• What are some of the particular challenges attendant on supervisory leadership in the complex, multi-agency and unstable crisis situations? Executive level leadership?

• What are some of the tactics used to avoid responsibility for leadership in times of disaster?

How can this be overcome?

**3. Required Reading:**

Norma Riccucci, *Unsung Heroes: Federal Executives Making a Difference*, Chapter 1: Execucrats, Politics and Policy; and Chapter 6: Dr. Vince Hutchins: A Voice for Mothers and Children, (Washington, DC: Georgetown University Press, 1995).

Richard Stuart Olson, “Toward a Politics of Disaster: Losses, Values, Agendas, and Blame,”

*International Journal of Mass Emergencies and Disasters*, 18(2), (2000), 265–287.

Arjen Boin and Paul ’t Hart, “Public Leadership in Times of Crisis: Mission Impossible,” *Public Administration Review* 63(5), (2003), 544–553,

http://www.gfoa.org/downloads/LeadershipToolkitPAECrisis.pdf.

Alice MacGillivray, “Leadership in a Network of Communities: A Phenomenographic Study,”

*The Learning Organization*, 17(1), (2010), 24-40.

24

**4. Case for Discussion:** David Weidner, “For BP, the Crisis Has Become One of Leadership: Tony Hayward and BP Have Been Reacting To Government Pressure, Now They Need To Start Acting On Their Own,” *Wall Street Journal* online, WRITING ON THE WALL, June 17, 2010,

7:38 A.M. ET. [http://online.wsj.com/article/SB10001424052748704198004575311223956039514.html.](http://online.wsj.com/article/SB10001424052748704198004575311223956039514.html)

Weidner offers some very specific steps for leaders to take in crisis situations. Do you think his advice is sound? What would comparable advice be in a public sector setting? Compare this advice with ideas from the readings. Based on the readings, can you come up with better advice?

25

**LESSON 12 TOPIC: ORGANIZATION CULTURE AND IDENTITY**

**1. Learning Goals/Objectives**: Learn to recognize evidence of the culture of an organization and see its impact on other aspects of organizational processes and capacities. Learners will:

• Identify the different forms that organizational culture can take and some of the effects of cultural values on learning, motivation, leadership, cohesion, communication, and decision- making.

• Discuss the ways that cultures form and the ways that organizational history and personalities shape cultures, in particular the role of leaders in influencing cultural values.

• Discuss the various ways that cultural symbols and values influence preparedness capacity and competence in crisis response.

• Learn to recognize the various subcultures within organizations, the bases on which subcultures form, and the uses of these subcultures.

**2. Discussion Questions:**

• What are some of the artifacts and symbols of culture in your organization? What do they express about important beliefs about the mission of the organization? The nature of good professional work? The relationships among the members?

• What are some of the effects of cultural values generally on motivation or sense of cohesion?

• How might communication, information collection, and decision-making be affected by culture? For example, what sources of information are privileged? What sources are ignored?

• What are some of the ways that cultures form? In what ways does organizational history and personalities shape cultures? What part in particular do leaders play in influencing cultural values?

• What are the various ways that cultural symbols and values influence preparedness capacity and competence in crisis response? What examples are there of this?

**3. Required Reading:**

Edgar Schein, *The Corporate Culture Survival Guide*, Chapters 1-4.

Charles T. Goodsell, *Mission Mystique: Belief Systems in Public Agencies*, Chapter 1: Mission Mystique and a Belief System Template; and Chapter 6: Virginia State Police: The Commonwealth’s Finest, (Washington D.C.: CQ Press, 2010); and one other example of your choice.

26

**LESSON 13 TOPIC: CULTURE AND MANAGEMENT**

**1. Learning Goals/Objectives:** Provide an introduction to the techniques for investigating organizational cultures and the uses to which managers might put information about cultural values. Learners will:

• Learn to identify the artifacts and symbols of culture in an organization and how they might be used to uncover the unexpressed assumptions about the organization, its members, its publics, and its work.

• Consider the managerial uses of cultural information from culture change to adapting processes to take advantage of existing cultural commitments.

• Recognize the role of leaders in shaping and changing cultural assumptions, and the difficulty and limitations of culture change projects.

• Consider the ethnographic and questionnaire-based approaches to the study of organization culture and the advantages and limitations of each.

• Discuss again the various ways that cultural symbols and values influence preparedness capacity and competence in crisis response.

**2. Discussion Questions:**

• When would the ethnographic as opposed to a questionnaire-based approach for investigating culture be useful? How does Schein’s suggested approach get around some of the problems with each? What are its limitations?

• What are the sources of some of the beliefs in your organization? What is the role of leaders in shaping and changing cultural beliefs in your organization?

• What can managers do with cultural knowledge? What are some alternative uses to this knowledge besides culture change? What are some of the difficulties and limitations of culture change projects?

**3. Required Reading:**

Edgar Schein, *The Corporate Culture Survival Guide*, Chapters 5, 6, 7, and 10.

Doris Graber, *The Power of Communication: Managing Information in Public Organizations*, Chapter 5: Designing Climates and Accommodating Cultures, (2003).

**4. Case for Discussion**: Edward Deverell and Eva-Karin Olsson, “Organizational Culture Effects on Strategy and Adaptability in Crisis Management,” *Risk Management*, 12(2), (April 2010), 116-134. The authors examine three cases of crisis response to: reporting on 9-11, widespread loss of electric power, and anthrax attacks in Sweden. “…We argue that crises have the capacity to challenge organizations’ everyday life and the internal logic between strategy and operational components. This means that a ‘perfect’ organizational culture for day-to-day strategies and stakeholder relations might be a burden when sudden changes occur.” (118). What cultural values do they see as key in responding to the crises? Why are some organizations more successful than others in responding? What other cultural capacities do you see as important to successful response? What kinds of organizational assumptions might underlie these capacities?

27

How common are these assumptions and capacities? What might be done to foster them in the organizations with which you are associated?

**5. Alternate Case for Discussion**: Lydia Segal, “Roadblocks in Reforming Corrupt Agencies: The Case of the New York City School Custodians,” *Public Administration Review*, 62(4), (July – August 2002), 445-460. Discuss the robustness of the corruption seen in this case despite multiple changes in policy and organizational structure. What accounts for this persistently corrupt behavior? What role does culture seem to play? What might be the unspoken cultural assumptions underlying this behavior? Why do these assumptions not change? What are the prospects for improvement?

28

**LESSON 14 TOPIC: REMAKING, RENEWING, AND REFORMING AGENCIES**

**1. Learning Goals Objectives:** Recognize the variety of approaches to planned organizational change, including those based on administration reform policies at all levels of government and those based on Human Relations theories of organizational and personal change. Learners will:

• Review from past weeks readings the transformations organizations experience as a result of changes in communication technologies, environmental threats and opportunities, and policy and program changes.

• Identify the requirements for successful organizational transformations across the examples and settings in the readings.

• Consider the needs and prospects for organizational transformation in the U.S. Department of

Homeland Security or the agency with which you are associated.

• Compare the management reform approaches from the private and public sector to identify the common directions behind these reforms.

• Consider the ways in which the bureaucratic form or organization, here and in other nations, is evolving.

**2. Discussion Questions:**

• What are the requirements for successful organizational transformations across the examples and settings in the readings?

• What are the needs and prospects for organizational transformation in the U.S. Department of Homeland Security or the agency with which you are associated? What elements of the necessary conditions for transformation are present?

• How do the management reform approaches from the private and public sector compare?

• How is the bureaucratic form or organization, here and in other nations, evolving? What are the impacts of changes in information systems? Public expectations?

**3. Required Reading:**

Hal Rainey, *Understanding and Managing Public Organizations,* Chapter 13: Managing Organizational Change and Development; and Chapter 14: Advancing Effective Management in the Public Sector.

David Cooperrider and Diana Whitney, “Appreciative Inquiry,” in J. Steven Ott and Sandra J. Parkes (eds.), *Classic Readings in Organizational Behavior*, (Wadsworth Publishing, 4th edition, 2007), 462-472.

Jonathan Breul and John Kamensky, “Federal Government Reform: Lessons from Clinton’s ‘Reinventing Government’ and Bush’s ‘Management Agenda’ Initiatives,” *Public Administration Review*, 68(6), (November/December 2008), 1009-1026. [Compare Breul and Kamensky’s recommendations with the conditions that Rainey finds in successful organizational transformation efforts in general],

http://onlinelibrary.wiley.com/doi/10.1111/j.1540-6210.2008.00950.x/pdf.

29

**4. Case for Discussion**: Donald Moynihan, *Leveraging Collaborative Networks in Infrequent Emergency Situations*, (Arlington, VA.: IBM Center for the Business of Government, 2005). http://www.businessofgovernment.org/report/leveraging-collaborative-networks-infrequent-[emergency-situations.](http://www.businessofgovernment.org/report/leveraging-collaborative-networks-infrequent-emergency-situations) What contributed to the success of the network solutions to the Exotic Newcastle Disease crisis? How did the organizations rethink their relationships and their goals? What did participants have to learn? Unlearn? What ways did they have to transform their normal operation in order to become effective collaborators? What structure, cultural, or motivational changes had to occur?

**5. Alternative Case for Discussion**: Electronic Hallway: Appalachian Mountain Club, [http://hallway.evans.washington.edu/cases/appalachian-mountain-club.](http://hallway.evans.washington.edu/cases/appalachian-mountain-club) The new director negotiated with the club to bring modern management techniques to the group. How did this transformation occur? What did the new director do specifically? What motivated it among the membership? How was the club changed? What governance changes took place? How was communication and accountability changed? What cultural changes occurred? In what ways is the Club stronger? Less committed? What lessons about leadership, transformational processes, and culture are suggested by the case?

30

**LESSON 15 TOPIC: INCIDENT ANALYSIS PRESENTATIONS**

Final Essay questions distributed.

31