Public Management
Course # MPLC 6526 7150
Fall 2011

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Course Description

This course introduces core topics in public management, providing an overview of the practical issues and skills needed to work effectively in the public sector. Issues will be presented through analytic frameworks, and use of case studies to provide a practical grounding and application of the analytic principles. Students will gain a broad overview of basic public management concepts, preparing them for higher-level work in areas such as budgeting, human resources, strategy development and application, contracting, and program evaluation.

Course Objective

Upon successful completion, students will be familiar with the broad range of issues required for successful work in the public sector. The class should enable students to analyze cases and write concise, clear memos that summarize issues and make clear policy recommendations. Students should understand and be able to apply broad frameworks for assessing issues, ranging from market-oriented approaches to critiques that take into account diverse perspectives around community, race, class, and gender.

Readings and Class Activities

There is one required text for the course: Cohen, Eimicke, and Heikkla, The Effective Public Manager: Achieving Success in a Changing Government, 4th edition, Josey-Bass (2008). It has been ordered from Barnes and Noble at 5th Avenue and 18th Street, and you can look for it online, including used editions.

Other materials listed below will be available through BlackBoard. Cases will come from two sources:
The Electronic Hallway (http://hallway.evans.washington.edu/) at the University of Washington, a free online source of cases and case materials; and the Kennedy School of Government's (KSG) CaseWeb (http://www.ksgcase.harvard.edu/) where, Harvard being Harvard, there will be a nominal cost to download their cases (articles from the Harvard Business Review will have the same problem.) I have tried to limit the number of cases and articles we use from Harvard due to these charges, but we will use some from those sources.

You are expected to read all assignments prior to class, and be prepared to discuss them, both the analytic material and the cases. During the semester, you will be required to write up short memos on several cases; the memo will be due prior to the start of the following week's class. The memos will be graded and returned to you, but only a smaller number of your highest grades will count towards your grade for the memos, giving you some leeway to get used to the memo writing. Early in the semester, after the first memo has been graded and handed back, you should schedule time with me to discuss it, along with any other issues about the course.

Class sessions will be divided into four parts. First, a short review of articles in recent newspapers or magazines, applying ideas that are being used in the course to current events (see "Clippings" assignment, below). Second, a 30 to 45 minute lecture/discussion on the principal issues presented in that week's chapter and readings. Third, an approximately 45 minute review and discussion of that week's case study; if there is no case study, discussion will go in more depth on the readings and topics for that week. Fourth, at the end of the class session, we will have a brief summary of the issues under discussion, and clarification of the coming week's assignments, along with any questions about schedules, exams, etc.

Using Case Studies: Case studies will be used to explore a variety of public management issues in different organizational settings. These cases describe real situations where public managers must make a specific decision, often in the face of time pressures and incomplete information—just like the real world! Cases put the student in the decision maker's place, to grapple with his or her dilemma, and formulate the best possible solution. In our initial class, we will spend some time reviewing how to learn from the case method, and how to write clear, concise memos.

The cases will present situations where there usually is no obvious "right" answer or solution. The purpose of the casework is threefold: to get students used to analyzing issues with the tools and perspectives being developed in the course; to sharpen verbal and written communication for analyzing and recommending policy; and to learn both to value the tools and intelligence used in public management and also to understand and appreciate their limits in complex situations where there are many stakeholders, limited information, and time and political pressures.

For most cases, you will write a two-page memo about the case after we have discussed it in class. That memo will be due in hard copy at the start of the following week's class session. Memos will be a maximum of two pages, no font smaller than 12 points. I won't read beyond two pages on the memos; a key part of developing this skill is learning to be succinct and clear.

Class attendance, thorough preparation, and active participation are required to be successful and will be factored into the final grade for the course.

"Clippings" Assignment: As professional policy and management students, you should be reading at least one newspaper or relevant magazine on a regular basis, either online or in hard copy, such as the *New York Times*, *Wall Street Journal*, *Washington Post*, *The Economist*, etc. You should be looking to recognize public management issues in the news, and practicing applying what you're learning to daily events. In government, a lot of attention is paid to what newspapers and the media are saying, and you should get used to being on top of current events and what the papers are writing about—I guarantee you that elected officials and senior

government managers will be focused on news reports and talking about them daily. So you should be looking for examples of stories related to our course themes, broadly, and get used to applying analytic frames to those issues. During the semester, we will take about 10-15 minutes at the start of class for us to discuss issues and questions related to stories that you've read that week.

Computer Proficiency

This course assumes that you can use a PC or Mac for basic word processing and for searching and retrieving information from electronic databases. All of your assignments must be typed using word processing. If you have little prior computer experience, you should enroll in a workshop arranged by Milano's Office of Student Services or through the University's Office of Academic Technology. The coursework also assumes you can do basic research using library and electronic resources. If you are unsure of your research skills, please solicit the help of the librarians in the library, or speak with me during office hours, or by appointment before or after class.

Professional Conduct

You are in a graduate professional degree program, and are expected to conduct yourself accordingly. The following policies will be in effect, reflecting professional conduct and respectful behavior to your colleagues:

- **Cell phones: You must turn off all cell phones and internet devices before coming to class.** If you are experiencing an emergency, and need to be reachable, please let me know before class and set your phone to silent. A phone ringing in class, or texting, or surfing the web during class may be cause for the student to be dismissed from that class session.
- **Attendance and lateness:** Class will begin and end promptly. If you are going to miss a class, or are going to be late or need to leave early, please let me know ahead of time. Students who come in late and leave early disrupt the class and miss important information. Repeated absences or lateness will have consequences for your grade.
- **Respect for colleagues:** We will have, and I encourage, vigorous discussion and argument reflecting different and diverse points of view. All points of view must be respected, and all discussions must be carried out in a professional manner, and free of prejudice.
- **Email:** You should have received notification from the university with your New School email address. The university has shifted students over to Google and gmail; please be sure you have taken care of this. Your New School email address will be the means of contact for this course, and it will not be possible to use any other or supplemental addresses. Information on the changeover can be found here: http://www.newschool.edu/informationtechnology/google/

Plagiarism and Academic Integrity

The New School has high professional standards that forbid plagiarism and support scholarly integrity. These will be strictly enforced; violations of these standards will have severe consequences. The university's policies should be read and understood by each student; they can be found at:

http://www.newschool.edu/gf/students/academic-honesty.htm

Grading

Grading will reflect standards generally expected of a graduate level course. To get an A, a student must do exemplary work in all parts of the course. "B" grades will reflect adequate graduate level work; this is challenging material to be mastered at the graduate level. Grades less than a B will indicate the coursework is below that expected of a student showing adequate performance at the graduate level. An incomplete for the course may be granted only in highly unusual circumstances and only after a written request from you that is reviewed by me.

The final grade for the course will be calculated as follows:

Class Participation and Preparation (Case studies, clippings, etc.)	20%
Case Study Memos	30%
Midterm Exam	20%
Final Exam	30%

Most weeks, you will write case study memos. Developing this skill is very important for public and nonprofit management, and doing it frequently will help sharpen your skills. If you get a B or below on the first assignment, you will need to revise and resubmit it after discussion with me.

All aspects of the class will be done in a professional manner, reflecting professional work standards in the fields where your degree will be relevant. To that end, written assignments and class attendance and participation must be done in a timely and professional manner. All work should reflect professional standards of analysis, presentation, writing and timeliness, along with accurate spelling and grammar, and clear and concise writing.

All written assignments and exams will be due on time, and late assignments will be dropped one full letter grade for each day they are late. In professional public management jobs, there are tight deadlines and constraints such as legislative votes, budget deadlines, regulatory requirements, and team processes that require timely completion of individual work in order to meet key deadlines.

Class Schedule

August 30. Session 1 : Intro to Public Management and Learning from Case Methods. Review of class and objectives, introduction to memo writing, and to case study method; in-class exercise based on short case, materials to be distributed in class.

Reading: "Learning By the Case Method," Kennedy School of Government, N-15-86-1136, free copy, http://www.ksgcase.harvard.edu/

Case: "The Committee Chair, The Assistant Secretary, and the Bureau Chief," Electronic Hallway, http://hallway.evans.washington.edu/ **Two-page memo on case due at start of next week's class.**

September 6. Session 2: Overview of Public Management.

Readings: Textbook, Chapter 1, "The Perpetual Crisis in Public Management"; and Chapter 2, "Defining Effective Public Management".

James Q. Wilson, Bureaucracy, chapter 17, "Problems," pp. 315-332

Robert B. Denhardt and Janet Vinzant Denhardt, "The New Public Service: Serving Rather than Steering," Public Administration Review**,** November/December 2000. V. 60, no. 6, pp. 549-559

Case: "Policy Dilemmas at the Seattle Solid Waste Utility," Parts A and B, Electronic Hallway, http://hallway.evans.washington.edu/ **Two-page memo on case due at start of next week's class.**

September 13. Session 3: Organizational Structure.

Readings: Textbook, Chapter 5, "Structuring Systems, Tasks, and Responsibilities".

James Q. Wilson, Bureaucracy, chapter nine, "Compliance"

Case: "When it is Better to be Seen But Not Heard: The Ecology of Public Administration," Electronic Hallway, http://hallway.evans.washington.edu/ **Two-page memo on case due at start of next week's class.**

September 20. Session 4: Power, Race, Class, and Gender—Alternative Perspectives on Public Management.

Readings: Series of short articles from Social Science Research Council, "Understanding Katrina," http://understandingkatrina.ssrc.org/

Case: "Hurricane Katrina, A Man-Made Crisis?" Electronic Hallway, http://hallway.evans.washington.edu/

September 27. Session 5: Strategic Planning.

Readings: Textbook, Chapter 10, "Shaping Organizational Goals and Strategies."

Mark Moore, "Managing for Value: Organizational Strategy in the For-Profit, Nonprofit, and Governmental Sectors," Nonprofit and Voluntary Sector Quarterly, 2000, no. 29, pp. 183-204.

Henry Mintzberg, "The Fall and Rise of Strategic Planning," Harvard Business Review, January-February 1994, pp. 107-114, reprint no. 94107

Case: "Flu Vaccine Case Study," Electronic Hallway, http://hallway.evans.washington.edu/ **No memo due from this class.**

October 4. Session 6: Leadership.

Readings: Textbook, Chapter 4, "Developing Effective Working Relationships."

Bob Behn, "Performance Leadership: 11 Better Practices that can Rachet Up Performance," IBM Center for the Business of Government

James Q. Wilson, Bureaucracy, chapter 11, "Strategies," pp.196-217.

Case: "Winning Hearts and Minds: Reforming the Providence School District," KSG Case Study, A (1689.0) and B (1690.0), http://www.ksgcase.harvard.edu/ **Two-page memo on case due at start of next class.**

October 11. Session 7: Human Resource Management.

Readings: Textbook, Chapter 3, "How to Find and Keep Good People."

Joshua Franzel, "The Public Sector Workforce—Past, Present, and Future," Labor and Employment Relations Association, "Proceedings of the 61st Annual Meeting," January 2009, pp. 147-153

Partnership for Public Service, "Great Expectations: What Students Want in an Employer and How Federal Agencies Can Deliver It." Washington DC, January 2009

Case: **"**Goodbye to Happy Hour," Electronic Hallway, http://hallway.evans.washington.edu/ **Two-page memo on case due at start of next class.**

October 18. Session 8: Budgeting and Financial Management.

Readings: Textbook, Chapter 9, "Mastering the Budgetary Process"

Yilin Hou, Robin S. Lunsford, Katy C. Sides, and Kelsey A. Jones, "State Performance-Based Budgeting in Boom and Bust Years: An Analytical Framework and Survey of the States." Public Administration Review, May/June 2011, V. 70, no.3, pp. 370-388.

Case: "Implementing Budget Cuts in the Basic Health Plan," Electronic Hallway, http://hallway.evans.washington.edu/ **No memo due next week. Midterm exam distributed and discussed, due prior to start of next class.**

October 25. Session 9: Contracting and Privatization.

Readings: Textbook, Chapter 7 "The Art and Craft of Contracting."

James Q. Wilson, Bureaucracy, chapter 19, "Markets," pp. 346-364

Case: "Organizing Competition in Indianapolis," KSG case, A (1269.0) and B (1270.0), http://www.ksgcase.harvard.edu/ **Two-page memo on case due at start of next week's class.**

November 1. Session 10: Program Evaluation. Professor Mirele Goldsmith

Readings: Michael Quinn Patton, Utilization-Focused Evaluation, 4th edition. New York, Sage Publications, 2008. Chapter 1, "Evaluation Use: Both Challenge and Mandate."

Case: "CHANGING MINDS: The Impact of College in a Maximum-Security Prison: Effects on Women in Prison, the Prison Environment, Reincarceration Rates and Post-Release Outcomes." Collaborative Research by The Graduate Center of the City University of New York & Women in Prison at the Bedford Hills Correctional Facility.

No case memo due next week.

November 8. Session 11: Using Data and Performance Management Systems.

Readings: Textbook, Chapter 8, "Gathering, Organizing, and Using Information."

"Drowning in Data," Stanford Social Innovation Review

Bob Behn, "The Seven Big Errors of PerformanceStat," Taubman Center, Kennedy School of Government, http://www.hks.harvard.edu/thebehnreport/Behn,%207PerformanceStatErrors.pdfvol

Bob Behn, "Why Measure Performance?" Public Administration Review, 2003, v. 63, pp. 586-606

Case: "Assertive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City," KSG case A (1530.0) and sequel/epilogue (1530.1), http://www.ksgcase.harvard.edu/ **Two-page memo on case due at start of next week's class.**

November 15. Session 12: Communication and Political Management.

Readings: Textbook, Chapter 11, "Communicating with the Public, the Media, and Stakeholders."

Additional readings t.k.

Case: "Fraud, Waste, and Abuse at HEW," Electronic Hallway, http://hallway.evans.washington.edu/ **No case due. Have a good holiday.**

November 22. NO CLASS. THANKSGIVING HOLIDAY WEEK.

November 29. Session 13: Innovations in Government.

Readings: Textbook, Chapter 6.

James Q. Wilson, Bureaucracy. Chapter 12, "Innovation," pp. 218-232

Case: "Managing Organizations in Unusual and Uncertain Conditions: The Environmental Protection Agency's Recovery Act Stewardship Plan," Electronic Hallway, http://hallway.evans.washington.edu/ **Two-page memo on case due at start of next week's class.**

December 6. Session 14: Managing Change.

Readings: Textbook, Chapter 12.

Frank Ostroff, "Change Management in Government," Harvard Business Review, May 2006.

John Kotter, "Leading Change: Why Transformation Efforts Fail," Harvard Business Review, March-April 1995, article republished January 2007

Paul Light, The Four Pillars of High Performance: How Robust Organizations Achieve Extraordinary Results. New York: McGraw Hill, 2005. Chapter 5, "Lessons on Managing Change," pp. 203-244.

Case: "Labor-Management Cooperation at the Los Angeles Bureau of Sanitation," Parts A (11 pages), B (7 pages), and C (4 pages), Electronic Hallway, http://hallway.evans.washington.edu/ **Two-page memo on case due at start of next week's class.**

December 13. Session 15. LAST CLASS. Review of class and distribution of final exam.