The purpose of this course is to provide a venue for students to become exposed to and develop a knowledge and understanding of management and leadership concepts essential to functioning successfully and responsibly in public organizations. The goals are, first, to enhance the students’ ability to formulate and implement coherent public policies by developing a keen awareness of some of the pitfalls and possibilities often associated with operating inside often large, complex bureaucratic structures. The development of operating frameworks and approaches for effective management and leadership will be emphasized, and comparisons will be drawn between the public, private, and non-profit sectors (as well as their interrelationships). Second, the course will stress the importance of leadership, and the rewards as well as challenges of operating within the public sector environment.

I. Course Requirements

The course will typically focus on the analysis and discussion of particular cases during half of our meetings. During the other half of the meeting, we will discuss assigned readings and their applicability to the cases being discussed. We will also examine the more generic usefulness of various concepts and ideas in the day-to-day management and leadership of public organizations, and how these apply to effective implementation of improved public policy on contemporary issues.

There will be a final examination; a brief oral presentation on E-government applied to a selected government agency; very strong emphasis on class participation (reflecting mastery of the readings, analytical thinking—particularly with regard to the cases—and grasp of the subject matter); and a set of three brief (2 page) “issue papers” (each on leading change on a public policy issue.)

You should prepare for the case discussions each week by identifying, and being prepared to lead the class discussion on: 1) the issues raised, 2) the relevant theory and practice (from readings, experience, etc.), and 3) your recommended actions and rationale. (You are encouraged to discuss these items with one or more of your classmates prior to the class discussion of the case.)

The oral presentation on E-government should be based on a single agency (or a Division thereof) and should be very far-reaching and innovative (not simply digitizing current forms). The intent is to see how processes can change and performance greatly improve. You should see where they are now (current web site) and discuss where they could be. You also should discuss the barriers to improvements and how to overcome them. This project can be done alone or (preferably) with one or two other classmates. The presentation should be under 10 minutes. I would like each to be on a different organization, so give me your selection as soon as possible, but no later than Class V.
The three short (two pages max.) “issue papers” will be based on a current major (and difficult) public policy issue (e.g. stopping global warming; achieving energy self-sufficiency; countering terrorism; etc.) to be announced at least 2 weeks in advance. They should be clearly written, well thought out and with appropriate facts to support your case. They should be presented in typewritten (doubled spaced) format. Remember that a good short paper takes longer and is harder to do than a long paper - - but it is more likely to be read by policy makers. If the paper is late, there will be a reduction in the grade. (In the “real world,” late material is often simply of no value.)

The objective of each paper is to assume you are selected to lead the change in achieving a new direction in a major area of public policy, what steps would you take to go about it—in as much specificity as possible in a short paper. Recall that a policy paper begins by first clearly stating “the issue,” then describing briefly the background of the issue or subject upon which you intend to focus. Subsequently, you should then note the various challenges the leader is facing and then layout his or her options for meeting those challenges and moving forward successfully (including sources of funding; identification of key players; etc.). Lastly, state your recommended course of action and defend it.

The final exam will be “take home” open book (the real world is “open book”); given and taken on the internet. You’ll help me make it up in the last class.

My office hours are normally Monday, 3:00 – 4:00 p.m. Please make an appointment by phone or by e-mail (other days and times can be arranged).

The grade for the course will be calculated as follows:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Final Exam</td>
<td>35</td>
</tr>
<tr>
<td>Issue Papers (10 pts each)</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation</td>
<td>35</td>
</tr>
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<td>(Including the e-government presentation)</td>
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II. Readings

You should purchase three short, paperback books (see below--for the three), as we will assign most of the material in these. The rest of the readings (including chapters from Lynn’s book) and most of the cases will be contained in the course packet that you can purchase from the Copy Center located in Rm. 1406 Van Munching Hall. (The PWC and IBM Cases will be posted on the ELMS Blackboard under the “course documents” tab).


III. Course Outline

Class I: September 12:  
Overview  
• Public Management – History and Discussion  
• Reading:  
  - O’Neil, Robert, “Forces of Change in the Public Sector”

Issue Paper #1-Topic Announced

Class II: September 19:  
Public Management  
• Case: Ellen Schall and Dept. of Juvenile Justice  
• Readings:  
  - Lynn, “Public Management as Art, Science and Profession” (Pages 1-54)  
  - Augustine, Norman, “Managing to Survive in Washington: A Beginner’s Guide to High-Level Management in Government” (Pages 1-12, 18-21)

Class III: September 26:  
The Budget as a Management Process  
• Case: “Legislating the New Federalism: The Congressional Budget Process A”—including “Note on the Congressional Budget Process”  
• Readings:  
  - Schick “The Federal Budget” (Chapters 5,6,8,9,10)

Due Date: Issue Paper #1

Class IV: October 3:  
Balancing Objectives  
• Case: City of Charlotte (A) & (B)  
• Readings:  
  - Kaplan - “Balanced Scorecard” (H.B.R.)  
  - Williams, Clifton, “Balanced Scorecard at Veteran’s Business Administration”*
  - Pollitt “Integrating Financial Management and Performance Management” (OECD)—Executive Summary only

Topic for Issue Paper #2 Announced

* The reading is located in the “Course Documents” tab of the ELMS Blackboard.
Class V: October 10:  **Vision into Strategy**
- Readings:
  - Porter - “What is Strategy?” (H.B.R.)
  - Braybrooke & Lindblom “A Strategy of Decision” (Chapter 4 “Matching Practices to Political Contexts” & Chapter 5 “A Strategy of Disjointed Incrementalism”)
  - Kaplan “Having Trouble with Your Strategy? Then Map It” (H.B.R.)
  - DeSeve and Quehl “The Federal Budget: Connecting Resources to Results”

**E-gov. topic due**

Class VI: October 17:  **Changing Role of Government**
- Case: “Organizing Competition in Indianapolis: Mayor Stephen Goldsmith and the Quest for Lower Costs” (A) & (B)
- Case: The Navy’s Public/Private Competition Program” (A) & (B)
- Readings:
  - “Moving Toward Market-Based Government: The Changing Role of Government as the Provider” (IBM) *

**Due Date: Issue Paper #2**

Class VII: October 24:  **Management Tools**
- Case: “From Confrontation to Cooperation: How Detroit and Washington Became Partners”
- Readings:
  - Cohen & Eimicke “Tools for Innovators” (Pg. 15-112)

Class VIII: October 31:  **E-Government**
- Student’s discussion of potential E-gov impacts
- Readings:
  - “E-gov: The Next American Revolution” (Council for Excellence in Government)
  - Stowers “Commerce Comes to Government on the Desktops: E-Commerce in the Public Sector” (PWC) *
  - Cohen & Eimicke “The Use of the Internet in Government Service Delivery” (PWC) *
  - Taylor, Christine, “The Connected Aviation Company”*
Class IX: November 7: **Serving Customers**
- Readings:
  - Hart, Peter, “America Unplugged”
  - Peppers, Don et al, “Is Your Company Ready for One-to-One Marketing”

**Topic for Issue Paper #3 Announced**

Class X: November 14: **Getting Results**
- Case: “The Case of the Disgruntled Employee”
- Case: “Dr. Savitz and Department of Energy”
- Readings:
  - Schick “Government of the Future: Getting from Here to There; Opportunity, Strategy, and Tactics in Reforming Public Management” (OECD) *
  - “Entrepreneurial Government: Bureaucrats as Businesspeople” (PWC) *

Class XI: November 21: **Leadership**
- Case: “Transforming Government: Goldin and the Remaking of NASA” (PWC) *
- Readings:
  - John P. Kotter “John P. Kotter on What Leaders Really Do” (Pages 1-91)

Class XII: November 28: **Dealing with Change**
- Case: Jerome Miller and Department of Youth Services (A) and (B)
- Readings:
  - Lynn - “Public Management as Art, Science & Profession” (Page 55-142) *

**Due Date: Issue Paper #3**

* The reading is located in the “Course Documents” tab of the ELMS Blackboard.
Class XIII: December 5:  
Human Resources  
• Case: Knapp Commission and Patrick Murphy (A) & (B)  
• Case: “Creating a Culture of Innovation: 10 Lessons from America’s Best Run City” (PWC) *  
• Readings:  
  - Philip Howard—“A Drag on Our National Security” (Washington Post, October 15, 2002)  
  - Kamarck, Kelman, Nye—“The Loud Crisis” (Government Executive, February 2003) *

Class XIV: December 12:  
Course Summary  
• Readings:  
• Course Review (in preparation for the exam)

Class XV: December 15 – 21  
Final Exam Week - Date TBA

(Nominally Dec. 19)

* The reading is located in the “Course Documents” tab of the ELMS Blackboard.