PPA 240B

Public Management & Administration

Spring 2019

Tuesdays
6:00 pm - 8:50 pm

Downtown Campus
Classroom #108

PUBLIC POLICY & ADMINISTRATION
AT SACRAMENTO STATE

Instructor: Dr. Sara McClellan

Office Hours: Tuesdays from 3:30pm-5:45pm and by appointment:
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Course Overview

In **PPA 240B** we will strengthen our understanding of organizational strategy, change implementation, and organizational performance assessment. We will also examine how leadership, politics, and group process impact organizational performance.

PPA 240B is an application course focused on organizational improvement. Together we will study innovation efforts and experiment with messy, real world cases. We will engage a number of guest speakers and construct learning labs where we will complete activities and assignments in as realistic a way as possible. We will practice crafting organizational questions and explore complex organizational issues from alternative perspectives.

Course Format
PPA 240B will include seminar style conversations, brief lectures, full class design sessions, and final presentations. Reading volume will be reasonable, but you will need to read closely and critically in order to apply concepts and practices effectively in class.

Required Texts
You may purchase books through the campus bookstore or online. You will also need to access course articles, podcasts, etc. via Canvas.

New Books:
- Duhigg, C. (2016). *Smarter Faster Better: The Transformative Power of Real Productivity*

- Schein, E.H. (2016). *Humble Consulting: How to Provide Real Help Faster*

Books Retained from 240A:
- Bolman, L. G., & Deal, T. E. (2013). *Reframing Organizations: Artistry, Choice, and Leadership* (5th ed.)

- Denhardt, R. B., Denhardt, J. V., & Blanc, T. A. (2013). *Public Administration: An Action Orientation*

- Rainey, H. G. (2014). *Understanding and Managing Public Organizations* (5th ed.)

Assignments	*Writing Expectations:* *Please submit well written and proofread papers on time and with appropriate citations (using APA format). Each type-written paper should include a cover page containing your name, email, and the assignment title. Use a standard 12-point font, pagination, double-spacing and standard margins. Unless otherwise described in assignment instructions, papers should be analytical in nature, and you should use the theories and concepts from class to illuminate a particular situation. I may return papers that do not meet these expectations.*

Late Assignments

I will not accept late assignments unless you experience a highly unusual circumstance. At my discretion, I might give a make-up assignment **if you notify me of your circumstances and request this modification in advance**. Whether or not I assess a penalty depends on the reason (e.g., a family emergency constitutes a good reason; a competing requirement for another course does not).

Academic Honesty

I take issues of academic honesty (including plagiarism) seriously and you should as well. If you are unfamiliar with the specifics of University policy in this area I recommend you review the appropriate section of the University Policy Manual:
http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm.

Assignment #1:
Leadership Style Assessment Paper
(4-5 pages) due on February 5, 2019

Identify a free online leadership style assessment tool provided by an organization you view as a credible source and complete the assessment. Then, write a paper that includes:

An Analysis of the Tool Itself: Consider the extent to which this tool aligns with some of the concepts we're covering in our course readings and discussions. Also, examine the design of the assessment instrument and identify assumptions and methods you believe make this a more or less valid and reliable tool.

A Personal Reflection Re: Your Assessment Results: What can you take away from this assessment about your own leadership tendencies given the strengths and weaknesses of the tool? To what extent do you believe this assessment might be useful despite any limitations? Would you recommend this tool to others? With what guidelines or caveats?

Example Tools:
https://eml.usc.edu/blog/leadership-style-quiz

https://www.psychologytoday.com/us/test/3203

https://hbr.org/2015/06/quiz-yourself-do-you-lead-with-emotional-intelligence

Assignment #2:
Organizational Case Innovation Project

Identify a public or non-profit organization engaged in implementing an innovative program or set of practices (we will work to define what we mean by 'innovative' as a class as we prepare for this assignment). Your case study should include the following components and draw on course materials and concepts to draw conclusions about the extent to which you think organizational features and strategies contribute to desired outcomes.

Project Components	Due Date
Innovation Prospectus and Background Section (4-5 pages) • **Purpose & Origin:** What is the problem or interest this innovation seeks to address? What triggered or motivated this innovation? What makes this innovative? • **Background:** What does existing literature tell us about this problem or interest and prior efforts to address it? • **Consequences:** What is at stake if this innovation does/doesn't achieve its aims? Who benefits and who, if anybody, loses?	February 19
Planning and Implementation Analysis Section (5-7 pages) • **Leadership:** Who (individual and/or team) is leading this innovation and what, if anything, can you find out about their background, skills, leadership practices, etc.? • **Planning and Implementation Process:** How was the approach designed or selected? What, if anything, can you learn about why this organization chose this approach? Is there a plan or other type of guide that outlines key strategies or activities associated with this innovation? What stakeholders appear to be actively engaged in planning and/or implementing this innovation? • **Funding:** What is the cost of this innovation? What are the funding sources? Do you believe the budget is adequate to support this innovation? Why or why not?	April 9
Final Paper Including Performance Analysis Sections Below (12-16 pages) • **Performance Indicators/Outcomes:** What indicators or outcomes will show that this innovation is successful? How will leaders measure these indicators? Are there any available results at this point? If there appear to be no indicators in place, what type of metrics or rubric would you recommend? • **Debates and Questions:** What disputes or controversies do you see in relationship to this innovation? What questions do you or others have about the design and implementation of this innovation? About its impact or value? • **Transferability:** To what extent do you believe this innovation could be successfully adopted by other similar organizations? What advice or cautions would you provide to anyone wishing to implement this type of innovation in the future?	April 30
GOV TALK (15 minutes max.) Develop and present an engaging talk that highlights key aspects of your Organizational Innovation Case. Appeal to both logic and emotion or experience to share lessons with your audience. Apply relevant organizational theory and draw on relevant sources to create a credible analysis of innovation efforts. Use visual aids to strengthen audience engagement and learning. Raise questions and use the Bolman and Deal frames to explore alternative perspectives on organizational practices and outcomes. Be prepared to answer questions and facilitate a brief conversation with your audience.	In Class on April 30 or May 7 (tbd)

PPA LEARNING OBJECTIVES	APPLICATION IN PPA 240B
(1) e. Draw upon multiple disciplines to understand and address policy and administrative problems	Develop a sophisticated sense of the form(s) and functioning of organizations by applying theoretical concepts and approaches from multiple disciplines; explore the benefits and limitations of different theoretical perspectives on organizational leadership, strategy, and change.
(2) a. Use different analytical skills and tools strategically	Apply a variety of tools and frameworks to better understand organizational and programmatic goals, performance, and potential impact.
(2) b. Work effectively in groups	Explore different theoretical and applied approaches to group process; apply effective evidence-informed strategies to work in large and small teams.
(2) c. Understand the critical role of effective leadership in the public sector	Identify and describe the changing conditions public sector leaders must navigate; examine the vital role government managers play relative to both everyday management and visionary leadership; learn about how leaders network and innovate to address evolving organizational dilemmas.
(2) f. Use and articulate a confident style of oral presentation.	Present an engaging case analysis on government innovation using visuals, examples, and relevant organizational theories.
(3) a. Understand your obligation to advance public value	Integrate concepts of public responsibility, resource stewardship, and outcomes specification into organizational analysis; apply organizational change theories and examine cases to explore public value creation.

Grading

Assignment/Activity	% of Grade
Leadership Style Assessment Paper	15%
Innovation Prospectus & Background	15%
Innovation Planning & Implementation Analysis	15%
Final Paper Including Performance Analysis	30%
Organizational Innovation Case Presentation (GOV Talk)	15%
Engagement in Discussions, Activities, etc.	10%

Total: 100%

Students with Disabilities

Should you need assistance with portions of class due to a disability(ies), please let me know as soon as possible. The University offers services to student with disabilities and I would be glad to refer you to the appropriate campus unit.

Class Participation & Absences

We have a tremendous opportunity to learn from each other. The best way to do that is to be prepared for class and willing to share your own thoughts and experiences. You will receive a reduced class participation grade if you consistently fail to engage in class participation.

I expect you to attend all class sessions unless you have a compelling reason not to do so. Please notify me in advance if you need to miss a class. If you have to be late, leave early, or miss a class for an emergency, please let me know. Except under unusual circumstances, I will penalize you one full grade if you miss three classes and give you a failing grade if you miss more than three classes.

PPA 240B Course Outline and Schedule

* All journal articles, reports, videos, and podcasts below are available via Canvas.

Date	Topic	Readings (TBD)	Assignments
Public Sector Leadership			
Week 1 January 22, 2019	Leading during times of change	• Bolman & Deal, Chapters 15, 16, 17 • Heifetz, R. A., & Laurie, D. L. (1997). The work of leadership. *Harvard Business Review*, *75*, 124-134. • Margaret Heffernan TED Talk (2015): https://www.youtube.com/watch?v=Vyn_xLrtZaY	
Week 2 January 29, 2019	Government innovation cases and design thinking	• Nesta & IDEO "Designing for Public Services" toolkit. • Fernandez, S., & Pitts, D. W. (2011). Understanding employee motivation to innovate: Evidence from front line employees in United States federal agencies. *Australian Journal of Public Administration*, *70*(2), 202-222.	
Week 3 February 5, 2019	Political acumen, self-reflection, and emotional agility for leaders	• Meinert, D. (2010). *What Do Personality Tests Really Reveal?* Society for Human Resource Management HR Magazine. • Magee, J. C., & Frasier, C. W. (2014). Status and power: The principal inputs to influence for public managers. *Public Administration Review*, *74*(3), 307-317. • Mastracci, S. H., Newman, M. A., & Guy, M. E. (2010). Emotional labor: Why and how to teach it. *Journal of Public Affairs Education*, *16*(2), 123-141. • Susan David (2016) Emotional Agility HBR Interview: https://hbr.org/ideacast/2016/09/building-emotional-agility.html	Leadership Style Assessment Paper due
Week 4 February 12, 2019	Building change teams	• Duhigg, Chapter 2 (Teams) • Deloitte (2015). Leading virtual teams: Best practice insight. • Lawrence, C., Claiborne, N., Zeitlin, W., & Auerbach, C. (2016). Finish what you start: A study of Design Team change initiatives' impact on agency climate. *Children and Youth Services Review*, *63*, 40-46. • Scott, K. (2018). Make meetings less awful (podcast): https://www.radicalcandor.com/blog/podcast-episode-12/	Present innovation topics to class for feedback
Week 5 February 19	Facilitating organizational change	• Schein, Chapters 1-4	Innovation Prospectus and Background Paper due
Public Sector Planning and Change Implementation			
Week 6 February 26	Organizational goal-setting, strategy and implementation	• Duhigg, Chapter 4 (Goal Setting) • Denhardt, Chapter 4 (Planning, Implementation, & Evaluation)	

Week 7 March 5	Stakeholder engagement	• Lewis, L. K. (2007). An organizational stakeholder model of change implementation communication. *Communication Theory*, *17*(2), 176-204. • Kenny, G. (2014). Five questions to identify key stakeholders. *Harvard Business Review*. • Hoegerl, C., Want, J., McKenzie, L., & Cybulski, G. R. (2014). Engaging doctors in the health care revolution: Interaction. *Harvard business review*, *92*(10), 5.	
Week 8 March 12	Making and communicating decisions ** Sara flying in from D.C./ASPA, so class may start later/be shorter.*	• Duhigg, Chapter 6 (Decision Making) • Ford, M. (2018, December). Comfort with Ambiguity. *PA Times*. • Decisions, Decisions, Decisions (TED Radio Hour): https://www.npr.org/programs/ted-radio-hour/519264798/decisions-decisions-decisions	
No Class March 19: Spring Break			
Week 9 March 26	Interorganizational strategy	• Denhardt, Chapter 3 (The Interorganizational Context of Public Administration) • Nambisan, S. (2008). *Transforming government through collaborative innovation*. Washington, DC: IBM Center for the Business of Government. • Example: Haywired Outsmart Disaster Campaign: https://outsmartdisaster.com	
Week 10 April 2	Addressing conflict and resistance in work teams	• Rainey, Chapter 12 • Patterson, K. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York, NY: McGraw-Hill (Chapter 6—available via Canvas).	
Week 11 April 9	Talent management and HR systems	• Denhardt, Chapter 6 (The Management of Human Resources) • Duhigg, Chapter 5 (Managing Others)	Innovation Planning and Implementation Analysis due
Public Sector Performance Management & Improvement			
Week 12 April 16	Process improvement and lean systems	• Schein, Chapters 6 & 7 • Cal HR Introduction to Lean: http://www.calhr.ca.gov/Training/eLearning/lean/story_html5.html • Example: HHS Ignite Accelerator https://www.hhs.gov/cto/initiatives/ignite-accelerator/index.html	
Week 13 April 23	Measuring performance and using feedback	• Greenwood, T. (2008). Bridging the divide between community indicators and government performance measurement. *National Civic Review*, *97*(1), 55-59. • Brodsky, R. L. (2014). Commentary: "Public Value" and the Measurement of Government Performance: The Shift to Subjective Metrics. *Public Administration Review*, *74*(4), 478-479.	Dry Run Presentations

		• Local Government KPI Examples: https://www.clearpointstrategy.com/143-local-government-kpis-scorecard-measures/ • Harvard Business Review Interview (article/audio) "How to Give Constructive Feedback": https://hbr.org/ideacast/2016/02/how-to-give-constructive-feedback.html	
Week 14 April 30	**Topic TBD by Class**	TBD	Final Paper Including Performance Analysis Sections due
Week 15 May 7	**Final Presentations**	No Readings	Final Presentations