Course Description
This course examines the theories, research, tools, and experiences of public management and public management reforms in the U.S. It begins by exploring the nature of public management and the similarities and differences between public and private management. The second section of the course will explore the actual tools, requirements, and procedures available to public managers, and the contexts and constraints under which they operate.

Central goals of the course are to learn the theories behind innovations; consider how innovations might succeed or fail in practice, and why; and provide a balanced assessment of innovations in public management.

Texts and Materials

Required Texts:


Other materials:
Please purchase a packet of course readings from Kerry Pace. In addition, other papers or reports will be downloaded from the web, or e-mailed to students.

Course Requirements and Grading
Course grades will be based on the following:

- Class participation 10%
- “Public Management in the News” analyses 20%
- Case memos 40%
- Take-home final exam 30%

- Class participation will be based on your involvement and insight into the articles, examples, and questions discussed in each class.
- The “public management in the news” analyses encourage you to think actively about the range and types of public management issues and innovations that we address in this course. Here’s how they will work: Every other week, you should bring a short analysis (max 2 double-spaced pages) of a public management issue or innovation that you have read or heard about.
(i) Where might you find such ideas? Newspapers such as *The Washington Post*, the *Washington Times*, the *New York Times*, the *Wall Street Journal*, etc.; online news sources such as *Slate, Salon, Andrew Sullivan*, (please, no Drudge); magazines such as the *New Yorker* or the *Atlantic*; radio pieces on *NPR* or other programs; television pieces on *WETA* or other channels.

(ii) What kinds of analyses are you expected to give? I am *not* looking for regurgitation of the story, comments on the quality of coverage or writing, etc. I *am* looking for a rigorous, analytical assessment of the public management issue or innovation that is at the core of the story. It is expected that you’ll have more tools to use as the course proceeds, so it is my expectation that later write-ups will be more analytical and will exercise more of the concepts we’ve covered in class than will earlier write-ups.

(iii) What is the schedule for turning these in? If your last name begins with the letters “A” through “M,” then your first write-up is due next week, Thursday January 24 at the beginning of class. If your last name begins with the letters “N” through “Z” then your first write-up is due Thursday January 31. With these starting points, you’ll be responsible for turning in a write-up every two weeks.

(iv) How will these be used? We’ll use your ideas for class discussion and for further analysis of topics raised in the course.

(v) Are there restrictions on topics? (1) The analysis must address a public management issue or innovation. If you have doubts about whether your idea satisfies this criterion, you should contact me. (2) In general, you may not write about the same topic more than once during the semester. There is one exception to this: if you choose a topic early in the semester that you feel can be much better analyzed with the tools we learn later in the course, you may write again about the topic, but your analysis must be substantially different and more advanced. If you want a “do-over,” you must contact me first. (3) you may write about the same topic as someone else in the class, but your analysis must be noticeably different.

- The case memos (four total) will be based on Kennedy School case studies in public management. You will be asked to read and analyze the cases, and prepare a memo in response to a set of specific questions about the case. Each memo will be worth 10% of your overall grade. We’ll talk more about reading and analyzing cases when the first memo is assigned.

- Final take-home exam. This exam will ask you to some public management issue or innovation, synthesizing and employing the tools and ideas we’ve talked about during the course.
PART I: THEORY, HISTORY, and SETTING OF PUBLIC MANAGEMENT INNOVATIONS

COURSE OUTLINE FOR WEEK OF:

January 10: Introduction and Course Overview
Branches and functions of government; does management matter?; what are “innovations”
Readings:
• Kettl, 2000, “Public Administration at the Millenium: The State of the Field.”
• Zegans, “The Dilemma of the Modern Public Manager: Satisfying the Virtues of Scientific and Innovative Management”
• J.Q. Wilson, 1989, Bureaucracy, pp. 3-110

January 17: The Nature of Public Management
Can/should government be managed like a business?
Readings:
• Allison, 1980, “Public and Private Management: Are They Fundamentally Alike in All Unimportant Respects?”
• Barzelay,1992, Breaking Through Bureaucracy, pp. 3-12, 115-133.
• Knott, 1993, “Comparing Public and Private Management: Cooperative Effort and Principal-Agent Relationships”
• Wilson, 1989, pp. 154-175

January 24: Public Organizations and Environments
In what contexts do public managers operate?
Readings:
• Wilson 1989, pp. 113-136; pp. 235 - 294

January 31: The Impetus for Reform
why reform – ever? now?
Readings:
• Light, 1997, The Tides of Reform, pp. 15-87
• Wilson, 1989, pp. 218 - 232
• Innovations in American Government program at Harvard: browse the website: http://www.innovations.harvard.edu/wwa.htm
• Hand out Case #1: Ellen Schall and the DJJ
PART II: PUBLIC MANAGEMENT TOOLS

February 7: Organizational Mission, Strategic Planning
Readings:
• Campbell, 2000, “Corporate Strategic Planning in Government: Lessons from the United States Air Force”
• Donohue, chapter 4, “Shutting Down Sweatshops”
• Donohue, chapter 14, “Rebuilding Disaster Management”
• Additional readings TBA

*** Memos due for Case #1 ***

February 14: Agency Relationships and Transaction Costs
Readings
• Lipsky 1980, Street-Level Bureaucracy pp. 13-25
• Other readings TBA

February 21: Leadership
Readings:
• Miller, 1990, “Managerial Dilemmas: Political Leadership in Hierarchies” (including comment from Robert Bates and William Bianco)
• Donohue, chapter 6, “Banishing Cholorfluorocarbons
• Donohue, chapter 12, “Reforging the community connection”

• Case #2 handed out: Zero-Tolerance in Memphis

February 28: Human Resource Management
Readings:
• Ingraham and Donahue, 2000, “Dissecting the Black Box Revisited: Characterizing Government Management Capacity”
• Additional readings TBA

*** Memos due for Case #2 ***
March 7: Spring Break

March 14: Privatization and Outsourcing
Readings:
- Kramer & Grossman,
- Milward and Provan, 2000, “Governing the Hollow State”
- Donohue, chapter 10, “Motivating Job Safety”
- Hand out Case #3: Cleveland School Voucher Program

March 21: Implementation
Readings:
- Pressman and Wildavsky, 1973, “Implementation”
- Lipsky 1980, Street-Level Bureaucracy pp. 13-25
- Romzek and Johnston, 1999, “Reforming Medicaid through Contracting: The Nexus of Implementation and Organizational Culture”
- Donahue, chapter 2, “Fast Track Product Recall”

*** Memos due for Case #3 ***

March 27: No class. (University holiday).

April 4:
Accountability and Control Systems
Readings:
- Romzek and Dubnick, “Accountability in the public Sector: Lessons from the Challenger Tragedy.”

Budgeting and Acquisition
Readings:
- Schick, 1995, Chapters 3, 9, 10; and Glossary (pp. 32-48; 165-188; 189-204; 205-216).
- Donohue, chapter 3, “Transforming Military Supply”

5
April 4:  **Budgeting and Acquisition**
Readings:  
• Schick, 1995, Chapters 3, 9, 10; and Glossary (pp. 32-48; 165-188; 189-204; 205-216).
• Kelman, 1994, “Deregulating Federal Procurement: Nothing to Fear but Discretion Itself?
• Donohue, chapter 3, “Transforming Military Supply”

• Case #4 assigned: Business Process Transformation at the CIA

April 11:  no readings are assigned. We will discuss the CIA case in class.

** Memos for Case #4 due **

April 18:  Lisa Shames and Chris Mihm from GAO will be guest lecturers in class. For this class, please read the sources on performance measurement:

**Performance Measurement**
Readings:  
• Heinrich 1999, “Do Government Bureaucrats Make Effective Use of Performance Management Information?”
• Bartik, 1995, “Using Performance Indicators to Improve the Effectiveness of Welfare-to-Work Programs”

April 25:  **Reflections on Innovations**
Readings:  
• Lynn, 1998, “The New Public Management: How to Transform a Theme into a Legacy”

*** Take-home final exam: due date TBA ***