PUBPOL 587.007: Public Management:
Managing Policy and Project Implementation

Winter 2021
Tuesday and Thursday, 10-11:20
March 8, 2021 – April 20, 2021

Instructor:
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Course Overview

Once a policy is passed or a project selected, the hard work of implementation begins. This course will introduce students to the key management and leadership concepts and skills that surround the implementation of policies and projects with public funding. The course will adopt an international focus in readings and casework. The course will be structured in 3 sections to explore implementation, as follows:

- New Public Management: Contracting, Collaborative Governance, Public Participation, and Street Level Bureaucracy
- Leadership Skills for Managing Teams and People
- Managing Change: Organizational Change and Behavioral Change

Learning Goals

1. Explore the role of implementation in tackling public problems
2. Describe the trend of 'new public management', including the key implementation tools
3. Debate the changing role of public service managers within new public management
4. Develop a set of tools to manage people and teams
5. Apply strategies to manage organizational and behavior change
6. Describe what it means to be an effective leader and develop leadership goals

Course Readings/Other Materials

We have one required book for this course: Chip Heath & Dan Heath, Switch: How to Change Things when Change is Hard. Random House Business Books, 2011.

One copy of this book is available on HathiTrust Emergency Temporary Access. If you want to read the book through HathiTrust ETA, **please click 'Return Early' as soon as you're done each time** so that others can access the book. There is **only one** ebook available from the UMich library at a time. The book is also available for purchase as a kindle e-book for $12, or in print (new) for $15-20 from the UMich bookstore or Amazon. You can rent a used copy from the UMich bookstore for less than $10.

We will also be reading several selections from Brinkerhoff and Crosby, Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries. This book is available as an e-book through the UMich library. However, if you'd like to purchase a copy, it is available for around $27 from Amazon.

Brinkerhoff, Derick W. & Benjamin L. Crosby, Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries, Lynne Rienner Publishers, Inc., 2014. (Note: the 2001/2002, 2011, and 2014 versions are all the same.)

All other readings are available via the University of Michigan online library system or via the course Canvas site.

Course Assignments and Expectations

Assignment (due date)	% of Course Grade
Individual Memo (Mar 24)	25%
Team Workshop Assignments: - Post-Workshop Write-Ups (Mar 26, April 8, and April 16) - *In-Class Informal Presentations*	25% (8.3% for each write-up) – *graded as not completed/completed without effort/completed with effort* *(presentations will be included in your participation grade)*
Individual Workshop Reflection Paper (Choose one: March 31, April 11, OR April 21)	15%
Leadership Letter (April 20)	15% - *graded as not completed/completed without effort/completed with effort*
Participation: - Preparation and Engagement in class discussion and activities - In-Class Informal Workshop Presentations	20% - 10% - 10%

Description of Assignments

Individual Memo

> Students will write a memo proposing an implementation approach in response to an assigned case. The memo should propose one or a mix of implementation tools, and provide a brief rationale for the selected tools. The memo should also outline potential

challenges and limitations of the tools as well as suggest approaches to mitigate any identified limitations. Finally, the memo should address the role that public managers will play in the implementation plan, and should reflect on key leadership approaches that may be useful. The memo should be 4-6 pages, double spaced, and written as a formal policy memo submitting a proposal to leadership of a federal agency. A detailed assignment guidance sheet will be disseminated to students during the third week of class with the case and assignment prompts.

Workshop Write-Ups in Teams

We will have 3 in-class workshops throughout the class. During the workshops, students will work in teams to apply course material to a case. They will informally present their results to the class at the end of the session. Each team will also complete a brief worksheet outlining their results, which must be submitted within 48 hours after class. These worksheets will be graded as not completed (0%), completed without effort (70%), or completed with effort (100%); and will serve as a baseline for the individual reflection papers.

(Note: the third workshop will be spread over 3 class periods. The write-up will be due 48 hours after the third, and final, session.)

Individual Workshop Reflection Paper

Students will write one reflection papers in response to one of the in-class workshops. Students will pick which workshop they want to write their reflection about. After each workshop is over, students will receive prompts with questions that reflect the in-class exercises and course material. Students should respond to the prompts taking into account their team's results from the workshop (as submitted via the write-ups). Students should incorporate **both** course material and their own personal reflections in their responses to the prompts. Papers should be 2-3 pages double spaced.

Leadership Letter

Students will write a letter to their future self about what it means to be an effective leader. The letter will be 2-3 pages, double spaced, and will respond to a set of questions about what leadership means to you, what kind of leader you want to be, and how you can hold yourself accountable to fulfilling your leadership goals. Students will include a Glossary as an appendix (in addition to the 2-3 page letter) that lists and very briefly defines or describes the key leadership principles students find most important for their future self, and that they include in their letter. Given the personal nature of this assignment, it will be graded as not completed (0%), completed without effort (70%), or completed with effort (100%).

Participation

Participation will be graded along three lines: preparation and engagement in class discussion and activities, and team project peer review.

Preparation: Students are expected to have completed readings and any assignments listed on the syllabus (ex: watching any Zoom lectures, bringing particular information with you to class) prior to each class. We will operate on the assumption that everyone has completed the readings and assignments and will dive right in.

In-Class Engagement. This course is designed to be highly applied and interactive. In addition to class discussions, we will have small-group activities, partner exercises and practicums. Engagement consists not just of speaking during class, but interacting with your peers during class activities. Contributions will be evaluated on quality, not quantity.

In-Class Informal Workshop Presentations: During the 5 workshop days, each team will present at least once. These informal presentations will consist of sharing their team's workshop results with the class. I expect each student to present their team's results at least once during the half-semester. These informal and low-stakes presentations will serve as practice for delivering brief, yet complete, meeting summaries or results.

Attendance Policy

In general, attendance to Zoom class sessions is expected, particularly since teams will often be given time to apply new course material to their chosen case. However, there are a number of potential extenuating circumstances that might cause students to miss class in our current reality. If you are going to have to be absent, please do your best to let me know in advance of the class session so that I can plan accordingly with respect to group work.

Late Assignment Policy

In general, late assignments will be discounted 10% per week, unless in the case of emergencies. However, given the extenuating circumstances, I am more than willing to consider extensions for reasonable causes. If you need an extension, please request one in advance. I am also willing to grant an after-the-fact extension in the case of emergencies.

Ford School Public Health Protection Policy: In order to participate in any in-person aspects of this course, including meeting with other students to study or work on a team project, you must follow all safety measures mandated by the State of Michigan, the University of Michigan and the Ford School. This includes maintaining physical distancing of six feet from others and properly wearing a face covering at all times while on campus. In addition, it is expected that you will protect and enhance the health of everyone in the Ford School community by staying home and following self-isolation guidelines if you are experiencing any symptoms of COVID-19, have been exposed to someone with COVID-19, are awaiting a test result, or have engaged in a higher-exposure activity such a flying or attending an indoor social gathering of more than 10 people. If you are unable or unwilling to

adhere to all prescribed safety measures, you will be accommodated through remote access to all aspects of this course. Additional information on public health safety measures is described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#).

Ford School Inclusivity Statement: Members of the Ford School community represent a rich variety of backgrounds and perspectives. We are committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of their colleagues
- appreciate the opportunity that we have to learn from each other in this community
- value one another's opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in Ford classes and across the UM community

Accommodations for Students with Disabilities: If you believe you need an accommodation for a disability, please let your instructor know at your earliest convenience. Some aspects of courses may be modified to facilitate your participation and progress. As soon as you make your instructor aware of your needs, they can work with the Services for Students with Disabilities (SSD) office to help determine appropriate academic accommodations. Any information you provide will be treated as private and confidential.

Student Mental Health and Well-Being Resources: The University of Michigan is committed to advancing the mental health and wellbeing of its students. We acknowledge that a variety of issues, such as strained relationships, increased anxiety, alcohol/drug problems, and depression, directly impact students' academic performance. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact [Counseling and Psychological Services](#) (CAPS) and/or [University Health Service](#) (UHS). For a listing of other mental health resources available on and off campus, visit: https://uhs.umich.edu/stressresources

Please review additional information and policies regarding academic expectations and resources at the Ford School of Public Policy at:
https://intranet.fordschool.umich.edu/academic-expectations

Weekly Schedule

Date and Topic	Class Goals and Assignments
Tuesday, March 9 Introductions	By the end of the class, students should be able to: • Discuss the concept of public good

	• Describe public problems (wicked problems), identify them in the real world • Describe what a leader is, and relate oneself to leadership • Reflect on your role and goals as a leader No assigned readings
Thursday, March 11 Intro to New Public Management	By the end of the week, students should be able to: • Describe the trend of 'new public management', and explain how it's different from classic approaches to implementation • Debate the changing role of public service managers, and reflect on the implications for leadership Readings • Salamon, Lester. The New Governance and the Tools of Public Action: An Introduction. 2002. Chapter 1, pages 1-18 only (on Canvas) • Bryson, Crosby & Bloomberg. "Public Value Governance: Moving Beyond Traditional Public Administration and the New Public Management", Public Administration Review, 2014. Leadership Readings • Denhardt & Denhardt, 2000, The New Public Service: Serving Rather than Steering, Chapter 5: Value Citizenship over Entrepreneurship (on Canvas)
Tuesday, March 16 Tools of Indirect Governance: Contracts and Grants and Street Level Bureaucracy	By the end of the week, students should be able to: • Discuss the role of contracts and grants in public sector management and policy implementation • Discuss the potential benefits and limitations of using contracts and grants in policy implementation • Identify frontline workers in policy implementation • Explain the concept of street level bureaucracy, including the benefits and challenges of using frontline workers in policy implementation • Explain how street level bureaucracy can cause uneven policy implementation and contribute to structural bias Readings • Huitink, Van Slyke & Brown, 2015. Ch 12: Contracting in Pursuit of Public Purposes, in the Handbook of Public Administration 3rd edition, 2015, eds. Robert K Christensen and James L. Perry.

	• Lipsky, 2010, Ch 1: The Critical Role of Street-Level Bureaucrats (p3-12), 2: Street-Level Bureaucrats as Policy Makers (p13-26), and 8: Rationing Services: Inequality in Administration (p105-116) Case Readings: Project Background and Character Bios Leadership Readings • Goleman, 1998, "What Makes a Leader" Harvard Business Review
Thursday, March 18 Tools of Indirect Governance: Public Participation, Collaborative Governance, and Co-Production	By the end of the week, students should be able to: • Describe the approach of collaborative governance • Understand the role of collaborative governance and coalitions in addressing wicked problems • Discuss the merits and challenges of employing a public participation approach to policy and program design • Discuss whose voice is heard in policy implementation and program design Readings • Brinkerhoff and Crosby, Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries, 2014, Ch 3: Citizen Participation in the Policy Process • Scott and Thomas, 2017, Unpacking the Collaborative Toolbox: Why and When Do Public Managers Choose Collaborative Governance Strategies?, Policy Studies Journal. • Brinkerhoff and Crosby, Managing Policy Reform: Concepts and Tools for Decision-Makers in Developing and Transitioning Countries, 2014, Ch 4: Policy Partnerships, pages 85-92 only, and Ch 5: Coordination for Policy Implementation, pages 117-131 only Case Readings: Case Scenario and Simulation Bios Optional Readings • Nabatchi, Becker and Leighninger, 2015, Chapter 8: Using Public Participation to Enhance Citizen Voice and Promote Accountability • Emerson and Nabatchi, 2015, Collaborative Governance Regimes, Introduction and Chapter 1, Georgetown University Press.

	Individual Memo due Wednesday, March 24th at 10pm
Tuesday, March 23	No Class, Well-Being Break
Thursday, March 25 Workshop Day 1	Workshop Day 1 Reading: - Amy Beck Harris, Public Participation in Procurement, in Global Administration of Public Administration, Public Policy, and Governance, 2020, eds. Ali Farazmand. Case Readings: Case Scenario, Contract Scope of Work, and Simulation Profiles Leadership Readings: - Denhardt & Denhardt, 2000, The New Public Service: Serving Rather than Steering, Chapter 8: Serve Rather than Steer (on Canvas) Workshop Day 1 **Workshop write up due Friday, March 26th at 10pm.** **Reflection Paper due Wednesday, March 31st at 10pm.**
Tuesday, March 30 Managing People 1	By the end of the week, students should be able to: - Discuss what makes an effective manager - Identify the differences between effective managers and effective leaders - Consider additional skills for international management - Discuss best practices in managing teams Reading: *(The majority of this week's articles are very short!)* - Hackman, 2004. What makes for a great team? American psych bulletin (https://www.apa.org/science/about/psa/2004/06/hackman). - Garfield and Stanton, 2005, Building Effective Teams in Real Time, Harvard MGMT update (https://www2.byui.edu/HMM10/team_leadership/resources/U0511A.pdf) - Mau, Tim. Leadership Competencies for a Global Public Service, 2015, International Review of Administrative Sciences

	Leadership Readings • Moss, Sanchez 2004, Are your employees Avoiding you? Managerial strategies for closing the feedback gap, Academy of Management. • Nicholson, 2003, How to Motivate your Problem People, Harvard Business Review • Buckingham, 2005. What Great Managers Do. Harvard Business Review Optional: • Amabile and Khaire, 2008. "Creativity and the Role of the Leader", Harvard Business Review
Thursday, April 1 Managing People 2	By the end of the week, students should be able to: • Define organizational culture • Discuss key concepts and best practices in motivating employee performance • Debate the role of the outside 'expert' in international impact work Reading: • Denhardt & Denhardt, 2000, The New Public Service: Serving Rather than Steering, Chapter 9: Value People, not just Productivity (on Canvas) Leadership Readings • Schein, 1985, How Leaders Imbed and Transmit Culture • Mosse, David. Cultivating Development, 2005, Pluto Press, Chapter 1: Introduction – the ethnography of policy and practice, pages 1-11 only, and Chapter 6: Consultant Knowledge, pages TBD only Optional Readings • Rainey, 2014. Chapter 11: Leadership, Managerial Roles, and Organizational Culture, pages 335 – 360 • Rainey, 2014. Chapter 9: Understanding People: Motivation and Motivation Theory • Leadership in Public Service, Howard Koh video, https://www.youtube.com/watch?v=2Z2qVuKbYQI
Tuesday, April 6	Workshop 2

Workshop 2	Case Reading: TBD **Workshop write up due Thursday, April 8th at 10am.** **Reflection Paper due Monday, April 11th at 10pm.**
Thursday, April 8 Managing Organizational Change 1 And Workshop 3A	By the end of the week, students should be able to: • Describe and apply the principles behind and tools of 'direct the rider' • Discuss best practices for leadership and organizational change • Outline a plan for changing organizational culture Reading: • Rainey, 2014, pages 422-425 (On Canvas) • Heath & Heath, Switch: How to Change Things when Change is Hard. Chapters 1 – 4 Leadership Reading: • Heifetz and Laurie 1997, "The work of leadership", Harvard Business Review **Assignment due by class time: each workshop 3 team should bring their chosen case with them for sessions A-C.**
Tuesday, April 13 Managing Organizational Change 2 And Workshop 3B	By the end of the week, students should be able to: • Describe and apply the principles behind and tools of 'motivate the elephant' • Discuss best practices for leadership and organizational change • Outline a plan for changing organizational culture Reading: • Heath & Heath, Switch: How to Change Things when Change is Hard. Chapters 5 - 7 Leadership Readings • Kotter, 2007. Leading Change: Why Transformation Efforts Fail, Harvard Business Review.
Thursday April 15 Managing Organizational Change 3	By the end of the week, students should be able to: • Describe and apply the principles behind 'shaping the path' • Discuss obstacles to change and when change efforts fail

And Workshop 3c	• Discuss best practices for leadership and organizational change
	• Develop a tangible plan for managing people to accomplish organizational change goals
	
	Reading:
	
	   • Heath & Heath, Switch: How to Change Things when Change is Hard. Chapters 8 – 11, and Appendix: Overcoming Obstacles
	   • Thaler, Chapter 25: Choice Architecture (On Canvas).
	   • Gawande, 2007. The Checklist, The New Yorker (https://www.newyorker.com/magazine/2007/12/10/the-checklist)
	
	Write-up for Workshop 3A-C due Friday, April 16 at 10pm
	Workshop 3 Reflection Paper due Wednesday, April 21st at 10pm

Tuesday, April 20 Leadership in Public Policy Implementation And Wrap-Up	Wrap-Up Case Reading: TBD **Due: Leadership Letter Due April 20th at 9am**