PP5137: Public Management and Leadership
Semester 1, 2013-2014

Instructor	Assistant Professor Naomi Aoki
Email	sppnma@nus.edu.sg
Office	#02-18, Level 2, Li Ka Shing Building
Lecture Hours	9AM-12PM, Wednesdays (Except for Lecture 10)

COURSE DISCRIPTION

This core module focuses on the ways in which public managers and leaders mobilize human and financial resources to achieve important public goals. Since leaders try to anticipate and manage change strategically, they must have an appreciation of the integrative, interdependent nature of organizations, their environments, and their stakeholders. We will pay specific attention to the uniqueness of the public sector environment and the relationships among public managers, political principals and stakeholders.

The objectives of this module are
1. to provide students with an understanding of how and why public, private, and nonprofit organizations and management differ from one another,
2. to enhance students' understanding of the core competencies necessary to shape the complex and 'unique' public sector organizational environment,
3. to increase awareness of the managerial tools and strategies available to the manager and of the conditions under which certain practices may be used to improve overall organizational effectiveness and achieve programmatic results.

Some of the skills that will be reinforced in the course include the following:
√ **Analytic, integrated and systematic approaches to problem solving**. In addition to what you have already learned from previous courses, you will be introduced to organizational and managerial analytic frameworks and perspectives, and strategies and tools to reinforce your ability to diagnose management problems and prescribe solutions.
√ **Political skills**. You will be exposed to cases where you can observe and come to understand the politics of bargaining, negotiation, and the management of conflict.
√ **Management skills.** You will also be exposed to cases that will give you the opportunity to learn management skills such as motivating, delegating, organizing, staffing, and evaluating.
√ **Communication skills and ethical reasoning.** You will be given opportunities to reinforce your written and oral communication / persuasive / rhetorical skills, as well as opportunities to practice ethical reasoning in managerial situations.

ASSESSMENT CRITERIA

Participation in class discussions (10%). You will be assessed in terms of your contribution to case and required reading discussions. Please read the assigned material before coming to class and be prepared to participate actively in discussions. If you are not in class, by definition you cannot participate. Your group will be asked to make a brief introductory presentation on a case's background.

Decision memo (20%) and In-Class Presentation (10%). The decision memo should be less than 4,000 words (including title, appendix, references). You will be asked to write a decision memo which (a) identifies a real-world public administrative / management problem faced by a particular government or government agency, and (b) includes recommendations for the head of the government or agency on how to address the problem, as though you have been asked to provide guidance, feedback, and recommendations. Your memo must briefly describe the problem, and your recommendations must be specific; do not simply present a bulleted list of options. The official requesting your memo wants recommendations that can be implemented; therefore, you must justify them. Part of this justification should include the implications, positive and negative, of pursuing a particular strategy or decision, based on the recommendations presented. Your memo should include a cover page and a reference list. The paper should use the Times New Roman font and be single-spaced. Use in-text citation styles with a reference list. The memo is due at 10 November 2013; please submit one hard copy to my mailbox and one soft copy to IVLE. You will be asked to present your memo in class. The specifics (e.g., duration of the presentation, date, format) will be announced later. Lecture 10 will be divided into three sessions, one of which will be allocated to you. You will be asked to present, and you are invited to give constructive feedback and questions to the other presenters. You are more than welcome to attend other sessions, too, although this is not mandatory.

Group decision memos (30%). There will be two group-based memos which will be based on a case in the syllabus. Groups will have 6-7 members. Each memo should be a maximum of 2,500 words, including everything (i.e., title page, appendix, and references). The memos are due at 27 September and 07 November 2013 respectively; please submit one hard copy to my mailbox and one soft copy to IVLE.

All written assignments submitted after the stated deadline will be penalized by one grade increment—namely, an erstwhile A assignment will be counted as a B+, a B+ assignment as a B, etc. Plagiarism is a serious offense. When you use ideas from other sources, you need to cite those sources. You must use quotation marks when you reproduce exact phrases or sentences; otherwise, be sure to paraphrase. To learn how to prevent plagiarism, visit http://www.cit.nus.edu.sg/plagiarism-prevention/.

Final examination (30%). The final examination will be comprehensive and will include questions that cover one or more subjects from the course, in particular the required (academic) literature. You will be able to bring two single-sided sheets of paper to the examination with notes that you have prepared. Your notes may include summaries of articles and cases, class notes, etc. The examination should be typed, printed and handed to me at the end of the examination time.

CLASS FORMAT

Most class sessions will start with a (concise) lecture by the instructor on the required readings for that session. Then, we will focus on a case or two regarding specific public management situations and challenges. Some class sessions will include small-group, in-class exercises. You are expected to read the material in advance of the class session and be prepared to discuss in class both the cases *and* the accompanying readings (and to explain how they relate).

TOPICS & READING ASSIGNMENT

1. THE ENVIRONMENT SURROUNDING PUBLIC LEADERS AND MANAGERS
What is the political field in which public sector leaders are working? How does this political field differ between the public and private sectors, and between different types of government bureaucracies?

- Moore, M. (2000) Managing for Value: Organizational Strategy in For-Profit, Nonprofit, and Governmental Organizations. *Nonprofit and Voluntary Sector Quarterly, 29 pp183-204.*
- Knill, C. (1999) Explaining Cross-National Variance in Administrative Reform: Autonomous Versus Instrumental Bureaucracies. *Journal of Public Policy*, 19:2 pp113-39.
- Mulgan, A. G. (2003) Japan's "Un-Westminister" System: Impediments to Reform in a Crisis Economy. *Government and Opposition*, 38:1 pp73–91.

2. VARIETIES OF GOVERNANCE AND MANAGEMENT
In which form of governance is your organization embedded? What is the implication of this for your management and leadership style? What are the pros and cons of various forms of governance?

- Hood, C. (1991) A Public Management for All seasons? *Public Administration*, 69:Spring pp3-19.
- Vigoda, E. (2002) From Responsiveness to Collaboration: Governance, Citizens, and the Next Generation of Public Administration. *Public Administration Review*, 62:5 pp528-40.
- Emerson, K., Nabatchi, T. and Balogh, S. (2011) An Integrative Framework for Collaborative Governance. *Journal of Public Administration Research and Theory*, 22 pp1-29.
- Fung, A. (2006) Varieties of Participation in Complex Governance. *Public Administration Review*, 66 pp66-75.

CASE 1: HIV/AIDS in Brazil: Delivering prevention in a decentralized health system

3. MANAGING PEOPLE
*A government is not a black box; it is made up of people**.** Do you know who they are and how they are different? What are the implications of the differences for the management and leadership?*

- George, J. M. and Jones, G. R. (2012) 'Values, Attitudes, and Moods and Emotions' in *Understanding and Managing Organizational Behavior, International Edition (6th ed.)* New Jersey: Pearson Education, Inc. (pp90-119)
- Roethlisberger, F. J. (1941). 'Understanding: A Prerequisite of Leadership' in *Management and Morale*. Cambridge, Massachusetts: Harvard University Press. (pp27-45)

CASE 2: Community Health Workers in Zambia: Incentive Design and Management

4. MOTIVATING PEOPLE
When do you feel motivated and how can you motivate others? Is there a special reason why one might want to work for the government? What are the implications of this motivation for management?

- Newstrom, J. W. and Davis, K. (2002) 'Motivation' in *Organizational Behavior: Human Behavior at Work, Eleventh Edition.* Boston: McGraw-Hill Irwin. (pp102-131)
- Perry, J. L. and Wise, L. R. (1990) The Motivational Bases of Public Service. *Public Administration Review*, *50*:3 pp363-73.
- Behn, R. S. (1995) Creating an Innovative Organization: Ten Hints for Involving Frontline Workers. *State and Local Government Review*, 27:3.

CASE 3: Civil Service Pay in Hong Kong: Policies, System, Structure and Reform

5. PERFORMANCE MANAGEMENT AND ACCOUNTABILITY E-LEARNING WEEK
What are the rationales for using performance measures in the public sector? What makes performance management controversial? Discuss the pros and cons of individual versus group performance appraisals.

- Behn, R. D. (2003) Why Measure Performance? Different Purposes Require Different Measures. *Public Administration Review*, *63*:5 pp586-606.
- Romzek, B. S. and Dubnick, M. J. (1998). 'Accountability' in J. M. Shafritz (ed) *International Encyclopedia of Public Policy and Administration, vol. 1: A-C.* WestviewPress. (pp6-11)
- Chen, S. (2006) The Truth About Performance Management. *Challenge.* Available at http://www.challenge.gov.sg/magazines/archive/2006_10/staff/staff.html

6. RESPONSIBILITY, ETHICS, AND CORRUPTION
As a manager, would you expect public administrators to behave like business employees? How would you, as a manager, ensure that employees are responsible, ethical, and honest?

- Levitan, D. M. (1946) The Responsibility of Administrative Officials in a Democratic Society. *Political Science Quarterly*, *61*:4 pp562-98.
- Kane, J. and Patapan, H. (2006) In Search of Prudence: The Hidden Problem of Managerial Reform. *Public Administration Review*, *66*:5 pp711-24.
- Kernaghan, K. (2003) Integrating Values into Public Service: The Values Statement as Centerpiece. *Public Administration Review*, *63*:6 pp711-9.
- O'Leary, R. (2010) Guerrilla Employees: Should Managers Nurture, Tolerate, or Terminate Them? *Public Administration Review*, *70*:1 pp8-19.

14/08/2013

CASE 4: I Paid a Bribe (Dot) Com

7. LEADERSHIP: MAINTREAM CONCEPTS
What type of leader are you and what type of leader are you supposed to be, given your position? What factors might make a person an effective (or ineffective) leader? How can you be a good subordinate for your boss?

- Greenberg, J. (2011) 'Leadership in Organizations' in *Behavior in Organizations, Global Edition.* Essex, England: Pearson Education Limited. (pp475-508)
- Fairholm, M. R. (2004) Different Perspectives on the Practice of Leadership. *Public Administration Review, 64*:5 pp577-90.

CASES 5 & 6: Aung San Suu Kyi: "Icon of Hope" in Burma (A) & (B)

8. LEADERSHIP: ASIAN STYLE?
How might Asian leadership be different from mainstream leadership styles? Under what conditions would such leadership be well received and thrive? After all, is there such a concept as "Asian" leadership?

- Westwood, R. I. (1997) Harmony and Patriarchy: The Cultural Basis for "Paternalistic Headship" Among the Overseas Chinese. *Organization* Studies, 18 pp445-480.
- Bell, D. A. (1995) 'Democracy in Confucian Societies: The Challenge of Justification' in D. A. Bell, D. Brown, K. Jaayasuriya and D. M. Jones (eds) *Towards Illiberal Democracy in Pacific Asia.* (pp17-40)

DISCUSSION MATERIAL: Wa, Guanxi, and Inhwa: Managerial Principles in Japan, China, and Korea

9. NO LECTURE, TO BE REPLACED WITH STUDENT PRESENTATION SESSIONS SCHEDULED ON 19 OCT (2:00-5:00PM), 26 OCT (9:00AM-12:00PM)

10. DECISION MAKING AND GROUP WORK
Life is full of decisions. How do managers and leaders make decisions in public sector organizations? Why might you hate working in a group? When does group decision-making work better than individual decision-making?

- Greenberg, J. (2011) 'Decision Making in Organizations' in *Behavior in Organizations, Global Edition.* Essex, England: Pearson Education Limited. (pp362-399)
- George, J. M. and Jones, G. R. (2012) 'Effective Work Groups and Teams' in *Understanding and Managing Organizational Behavior, International Edition, 6 ed.* New Jersey: Pearson Education, Inc. (pp332-360)
- Lindblom, C. E. (1959) The Science of "Muddling Through." *Public Administration Review, 19*:2 pp79-88.

CASE 7: Allison, G. T. (1969) Conceptual Models and the Cuban Missile Crisis. *The American Political Science Review, 63*:3 pp689-718. For further information on the Cuban Missle Crisis, visit: http://www.cubanmissilecrisis.org/=

11. REPRESENTATION AND DIVERSITY

Why does diversity in government agencies matter and when does it matter? How can leaders create diverse and inclusive workplaces? What are the trade-offs involved in promoting diversity and representation?

- 'Theoretical Underpinnings: Why Does the Social Background of Public Administrators Matter?' in J. Dolan and D. H. Rosenbloom (eds) *Representative Bureaucracy: Classic Readings and Continuing Controversies*. M.E. Sharpe. (pp3-22)
- Sowell, T. (2004) 'Affirmative Action in Nigeria' in *Affirmative Action Around the World*. Yale University Press: New Haven & London. (pp95-114)

CASE 8: The World Bank in 2012: Choosing a Leader

12. ORGANIZATIONAL CHANGE

What drives organizations and governments to change? Why, in some situations, do public organizations adopt changes, while in others they resist changes?

- Dolowitz, D. P. and Marsh, D. (2000) Learning from Abroad: The Role of Policy Transfer in Contemporary Policy-Making. *Governance*, 13:1 pp5-23.
- DiMaggio, P. and Powell, W. (1983) The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields. *American Sociological Review*, 48 pp147-60.
- Mengistu, B. and Vogel, E. (2006) Bureaucratic Neutrality Among Competing Bureaucratic Values in an Ethnic Federalism: The Case of Ethiopia. *Public Administration Review*, *66*:2 pp205-16.
- Lim, S. G. (1997). Sustaining Excellence in Government: The Singapore Experience. *Public Administration and Development*, 17 pp167-74.

CASE 9: Transforming Singapore's Public Libraries

13. THE CHALLENGES OF IMPLEMENTING MANAGERIAL REFORMS

Managerial reforms are inherently political. Who is involved in the politics? Under what circumstances can reforms be successfully implemented? How can you as a manager bring about reforms despite the potential challenges?

- Bowornwathana, B. and Poocharoen, O. (2010) Bureaucratic Politics and Administrative Reform: Why Politics Matters. *Public Organization Review*, 10:4 pp303-21.
- Painter, M. (2004) The Politics of Administrative Reform in East and Southeast Asia: From Gridlock to Continuous Self-Improvement? *Governance: An International Journal of Policy, Administration, and Institutions*, 17:3 pp361–86.
- Bearfield, D. A. (2009) What Is Patronage? A Critical Reexamination. *Public Administration Review*, *69*:1 pp64-76.

CASE 10: World Vision International's AIDS Initiative: Challenging a Global Partnership

FINAL EXAM, 27 NOVEMBER 2013