

PA 878 Introduction to Public Management
La Follette School of Public Affairs
Fall Semester 2011

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Introduction

The main goals of this course are (1) to help you deepen your appreciation of the importance of public management in our democratic scheme of governance; (2) to enhance your ability to think analytically about problems of public management; and (3) to enhance your ability to make good arguments concerning how public management issues might be addressed. As a result of this course (combined with your own experience and skills), you should be able to recognize and define public management issues at all levels of government, to offer insightful analysis of public management issues that you encounter in practice, and to ask good questions, offer good suggestions, and make good arguments concerning how such issues might be addressed or solved.

The course materials include conceptual and analytic literature as well as case materials and examples drawn from a variety of sources. The general idea is that you should use the conceptual materials to analyze issues raised by the cases and examples.

Course Requirements

Students will need to fulfill the following requirements:

1. Complete all reading assignments. Come to class with questions/comments to ask of the instructor and fellow students. Class sessions will not summarize the reading but rather will provide the larger systemic context, integrate the materials and explore the implications of the readings.
2. Participate in class discussion. This means actively engaging in discussions of the reading and the cases. For all classes student participation will be a major component. In particular, any class with a case study assigned will focus on student debate of the case, and so read the case even if you do not complete the case memo. Feel free to bring up a discussion of public management in the news. To participate, you will need to be in class, so please do not schedule any events during class time, and let me know in advance if you cannot attend.
3. Complete grading requirements on time. Case memos must be submitted by the **beginning** of the class on the day the case is assigned in the syllabus. Email me all work as a Word document.

Reading

The following books and a reader will be part of the required readings for the course.

1. Wilson, James Q. 1989. *Bureaucracy: What Government Agencies Do and Why They Do It*. Scranton, PA: Basic Books.
2. Hill, Carolyn and Laurence E. Lynn Jr. *Public Management: A Three Dimensional Approach*. Washington D.C.: Congressional Quarterly Press.
3. Other readings listed on the syllabus, including case material, will be provided at Learn@UW.

Note that we also use audio material from the radio show This American Life. You can find all episodes of the show online at thislife.org. You can purchase and download individual shows, stream the show for free, or buy an app that gives you access to all show archives.

Grading

Your maximum score for the entire course is 100 points. These points may be earned as follows:

- Supplementary readings 10%
- Case studies 60% - 6x10% (you may attempt up to eight cases, with your best six counting)
- Semester Project 30%

Grading Standard

| | |
|--------|----|
| 93-100 | A |
| 88-92 | AB |
| 83-87 | B |
| 78-82 | BC |
| 73-77 | C |
| 69-72 | CD |
| 63-68 | D |
| 59-62 | DF |
| <59 | F |

Supplementary readings: To facilitate discussion and learning, students will sign up to be discussion leaders. Sign up is by lottery on the first day of class. You should plan to work on this project for at least a couple of weeks before the scheduled presentation.

The discussion leader will be responsible for completing a supplemental reading, and presenting this to the class with a partner. The presentation should be between 5-10 minutes, and anticipate another 5 minutes for questions, discussion. If you go over your allotted time, you will be cut off, and your grade for the exercise will be adjusted downward.

On most days there will be two supplemental readings assigned, and therefore two sets of presenters. You may find it useful to read the other reading, since the readings may offer competing perspectives on the same topic, and thus will encourage a debate between presenters.

In presenting the reading, identify what you think the core point(s) is, and how you think it relates to the topic of the class, and how it might be presented. This sort of discussions will move you beyond a straightforward summary of the topic. As a general matter, focus on the overall content and conclusions within the articles instead of the critiquing the specific methodologies employed.

Assume your classmates will not have read the supplementary readings; thus, it is your job to provide the key management concepts from these readings. You have the option of using PowerPoint, but think seriously about whether it is the best medium to convey your essential point. If you use powerpoint, no more than 5 slides, and email to the Professor at least an hour beforehand. You should also create a one to two-page summary each of the supplementary readings, which you and your classmates will use as a reference. Consistent with the electronic nature of distribution, please email to the class at least 24 hours before class. Make sure to include the full reference for the article on the memo.

One tip on writing style for the summary: resist the temptation to rely on bullet points as a means of summary. It's a lazy approach that leads to a type of shorthand writing that can be opaque. As with all of your written work, utilize fully developed sentences that form coherent paragraphs.

Ensure that you relate the reading to the topic of the day. (If you are having trouble finding these connections, come and talk to me). To stimulate discussion you may, for instance, use a set of discussion questions, group work, or a class activity that complements the readings. I encourage you to be energetic and to be engaged with the materials. Creativity is encouraged. I also strongly encourage you to draw out the connections that exist between the supplementary readings, the assigned readings on a given day, and previously completed readings for the course. [**Note:** Your discussion of the materials should **not** focus anything listed as a CASE STUDY reading, which we will discuss separately in class.]

Cases

There will be a number of cases memos scattered throughout the class. The goal of the case studies is to improve your ability to think about a complex scenario, and write a short and concise analysis of this situation – no more than 1 page, single spaced, 11 point font, 1 inch margins. The memos should display a critical analysis of the main issues of the case, not a summary. You can assume that I know the basic details of the case.

A typical teaching case tells a story (that is, something happened, then something else happened, then something else happened, and so on) about a problem or issue facing a public manager and brings the reader to a point at which a decision must be made. A good way to get to the heart of a case is to try and summarize the story in case in one sentence. You may be asked for such summaries during case discussions.

A quality of a good teaching case is that there is no obvious right answer. Rather, there are many possible answers (decisions, solutions), each of which has advantages and disadvantages and about which reasonable people may disagree. You will be asked to make a good argument for the answer that you believe is the best one. Each case is intended to force a decision of some kind, and if you complete a memo without making some sort of recommendation you will lose points. You must take account of the pros and cons of the approach you are recommending, supporting your answer with evidence from the case and theoretical insights from the readings. Good arguments usually require a close and insightful reading of the case (you should read Hill and Lynn, ch.3 for an extended discussion on how to construct an argument before attempting your first case).

Case discussions will generally focus on the actions or problems of public managers in the case as they are caused or influenced by contextual (structural or institutional) factors. You may be asked, “What would you do (and why)?” You may be asked to play the roles of actors in the case, and there may be brief, spontaneous, in-class “role plays.” You should take this role playing (that is, the issues facing the actors in the case) seriously, but it is OK to have some fun with it.

Grading the Cases

My way of scoring the memos is that everyone starts with a maximum score, and I mark down where I observe a serious problem. The overall criterion is whether you make a strong and clear argument. A strong argument requires the use of evidence where possible, including theory and evidence from course readings, logical claims that are persuasively presented, an ability to meet counter-claims. More specifically, here are the major items I look for:

- Does it cover the major points? Or is there some major aspect of the case you overlooked? In practice, this means that you should deal with the central issue of the case, and when making a recommendation, demonstrate awareness of arguments against your point of view.
- Is there a significant flaw in the logic of your argument? If I think the flaw is so bad as to lead you to offer bad advice, the penalty is doubled.
- If you present the right conclusions, but do not support them with the level of analysis or detail to be really persuasive.

Any of the above failings will usually see you lose a point or more on a memo. Style, and basic errors will be included as considerations if you are on the borderline between a grade, unless they actually weaken your ability to deliver a coherent memo, in which case they will be counted for more. If you failed to fundamentally understand or answer the assignment question you are looking at a possible fail.

In drawing on materials to use you should look for support from the readings assigned for that topic, and other readings in the course. If you wish to look on the web for additional resources and arguments, by all means do so, but always cite any external source for quotation, fact, idea, etc.

Semester Project

For your semester project you will be asked to work with a group of other students. You have some choices in terms of what you may do.

This will be a group project. You will be asked to work with two/three other students. Think of yourselves as a team of consultants brought in to provide a frank assessment. Being in a group involves some additional coordination costs, but it has benefits – you can divide up and peer review each other work, and generally results in a more thoughtful analysis. The groups are expected to be self-managed, but I will ask all group members at the end of the semester to

confidentially assess one another. Anyone regarded as shirking their responsibilities will be scored a grade level lower on the project than other members. It is therefore in your interests to create a team environment characterized by civility, mutual respect, fair allocation of effort, clear goals and deadlines, and follow-through. A good start would be to create a set time where you will meet every week to discuss the project.

Fixing a Management Problem

Focus the paper on identifying a particular management problem. This may be a new reform being implemented, a merger between different units, or a workforce problem such as poor communication.

Identify a fairly specific research question (e.g., how do you get two organizational units to work together), and give in-depth attention to that issue. Consider alternative theoretical approaches, and to consider what evidence might be relevant. You should consult with your professor on how to frame the research question, and what sort of theories and evidence might be useful to answer it.

If you and your teammates wish to pursue another framework for the course, this is possible. But you will need to consult with your Professor with a specific proposal on what you want to do. Such a proposal would take a topic identified in the course, and examine it in greater depth, incorporating additional readings from outside the course syllabus.

Disclaimer

On the final page of your paper, write the following disclaimer: "This report was generated for the educational benefit of its student author(s) and the main purpose of the project was to learn managerial techniques. The opinions and suggestions in this report do not represent the views of the University of Wisconsin or its faculty."

Guide to Interviewing for Course Paper

To complete your paper you will necessarily have to interview someone at the organization.

1. Start by introducing yourself. Explain who you are, what class this is for and what the project involves. Example: "I am a graduate student studying public management issues. For one of my classes I am writing a paper on workforce communication in prisons."
2. Explain why they are being interviewed and the distribution of their comments. Example: "I want to interview you because you have experience managing a prison. Your comments will be used only for a class paper and will not be used or quoted outside of a classroom setting." It is helpful if you have the name of someone they know who suggested you contact them. You should never do anything that violates the trust of an interviewee.
3. If you are taping their remarks seek their permission. Bear in mind that interviewees tend to more reticent if a tape recorder is running.
4. If you are not taping the interviewee keep careful notes. Use key words or phrases to get the general flow of conversation. Immediately upon finishing the interview write up your notes. You will be surprised how much additional information will come back to you. The longer you wait to write your interview notes, the less you will retain.
5. Have a list of questions written in advance. For most research situations your interviewing style will be semi-structured. This means you have some specific topics you

want to cover, but that you are not administering a survey of standard questions. If the interviewee says something intriguing, you have the free

6. Try to know your questions so you do not have to read them out, but rely on your list of questions only if you lose your train of thought. The more the interview feels like a conversation, the better the exchange of information.
7. Ask questions your interviewee can answer. Do not talk about theory and do not use academic language. Figure out the simplest and shortest language needed to ask the question. If you have long or verbose questions you will alienate the interviewee, and reduce their time and ability to respond. The hard part of writing interview questions is to translate complex theoretical ideas to simple questions.
8. Do not have too many questions that you feel compelled to cover. A handful of broad questions can suffice for a very long interview, as long as you are ready with appropriate probes or follow-ups. Example “how might communication be improved in this organization?” can elicit lots of information about a) what problems the interviewee perceives and b) possible solutions. You should be ready to ask follow-up questions that delve their responses. Be ready to be flexible and pursue the insights the interviewee is giving you even if it is not what you expected, as long as it is consistent with the general topic you are trying to answer.
9. Try to make your questions, specially your follow-up questions, very grounded and very specific. For instance “How did the Governor react to that decision?” is better than “How did your environment react to that decision?” If you ask abstract questions you will tend to get more abstract answers. If you force interviewees to think about their daily activities as they answer questions, it is more likely they will give an accurate response. There are two ways to make this happen. First, when an interviewee makes a general point, always seek examples. Second, ask lots of other types of “probes” or follow-up question, e.g. “why do you think that happened?” “who benefits most from new reforms” “what do you think are the problems with the policy” “how does this problem impact your job?”
10. An interview should start gently and get the interviewee talking. A good opening is to ask the interviewee how they came to their current position, to give a short bio, or to describe their daily activities.
11. Try to find the least offensive way of asking a question. For instance, instead of saying “What are the major problems with the organization?” ask “what aspects of the organization do you think could be improved in the future?” A general rule of thumb for surveys or interviews is to hold the more contentious questions toward the end.
12. If you want to get more interviewees, you might ask your interviewee if they could name a couple of people that they think would be well-placed to answer the questions that you have.

Expectations for Academic Integrity

I expect a full adherence to UW’s code of academic integrity. I also expect that you will acknowledge all ideas that are not your own through proper citation. Any plagiarism (passing off as one’s own ideas, the words, writings, music, graphs/charts, etc. that were created by another), or other forms of cheating will be met with a failing grade for the course, and will be reported to the graduate school for additional disciplinary responses. I reserve the right to run all student memos and papers through the software that checks for academic violations.

Please put all direct quotes in quotations. Any accepted format for citation may be used as long as it is used consistently. You may want to follow the style format of a major public administration journal, such as, *Public Administration Review* or *Journal of Public Administration Research and Theory*.

Disabilities

The Americans with Disability Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please advise the instructor.

9/7

Course Introduction – Class will meet for full time!

Hill and Lynn, ch.1, & .3

Wilson, ch1-2

Kaufman, Herbert. 2001. "Major Players: Bureaucracies in American Government" *Public Administration Review* 61:1:18-42

Assign Discussion Leaders

Assign Groups for Final Paper

Listen to the "Prologue" [or first ~14 minutes...but not Acts 1-3] of *This American Life* episode. These first 14 minutes of the show deal with new research regarding group dynamics. The full show aired on 12/19/08, and is called "Ruining it for the Rest of Us." You should be able to stream the audio for free: http://www.thislife.org/Radio_Episode.aspx?sched=1275

Additional reading:

You will be asked to write a good number of memos through the course of the semester. Some helpful advice about how to structure an argument and write a memo can be found in the following readings.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. *The Craft of Research*. Chicago: University of Chicago Press, Chapter 7: "Making Good Arguments: An Overview," pp. 88-93.

From Electronic Hallway: "Memo Writing"; "Brief Guidelines for Writing Action Memos", "Writing Effective Memoranda: Planning, Drafting, & Revising".

9/14

Public Management's Three Dimensions

Hill and Lynn Chap. 2

Wilson, ch.3

William Ouchi. 2005. "Making Public Schools Work: Management Reform as Key." *Academy of Management Journal*. 48(6): 929-934.

Case:

Two Steps Back.

<http://www.thisamericanlife.org/radio-archives/episode/275/two-steps-back>

Transcript for the show is in your reading list

What are the management causes of the rise and decline of the Chicago public school presented in the show? What general public management principles can you draw from the case?

Supplemental readings:

Pandey, Sanjay K., David Coursey and Donald P. Moynihan. 2007. "Overcoming Barriers to Organizational Effectiveness and Bureaucratic Red Tape: A Multi-Method Study" *Public Performance and Management Review* 30(3): 371-400.
Perry, James L., Annie Hondeghem and Lois Recasino Wise. 2010. Revisiting the Motivational Bases of Public Service: Twenty Years of Research and an Agenda for the Future. *Public Administration Review* 70(5): 681-690.

On the web: For a short summary of some basic lessons on motivation by Dan Pink, see
http://www.youtube.com/watch?v=u6XAPnuFjJc&feature=player_embedded

9/21 *Public Management's Backbone: The Rule of Law*

Hill and Lynn Chap. 4

Wilson, ch. 15

Wise, Charlie and Rosemary O'Leary. 2003. "Breaking Up is Hard to Do: The Dissolution of Judicial Supervision of Public Services." *Public Administration Review*, 63:2:178-259.

Liptak, Adam. 2011. Justices, 5-4, Tell California to Cut Prisoner Population. *New York Times*, May 24, 2011.

Case:

Wyatt vs. Stickney (in Hill & Lynn, address Q.6 on p129; consider the Missouri v. Jenkins case mentioned in Wise & O'Leary as a comparison)

OR

Assume you are the head of the California Department of Corrections. What policy suggestions would you make to Governor Brown in the aftermath of the Supreme Court decision on overcrowding. See the full Supreme Court opinion here: <http://www.supremecourt.gov/opinions/10pdf/09-1233.pdf>

Supplemental readings:

Lynn, Laurence. 2009. "Restoring the Rule of Law to Public Administration: What Frank Goodnow Got Right and Leonard White Didn't." *Public Administration Review* 69(5): 803-812.

Moynihan, Donald P. 2009. "Our Usable Past: A Historical Contextual Approach to Administrative Values." *Public Administration Review* 69(5): 813-821.

9/28 *The Structural Dimension*

Hill and Lynn Chap. 5

Wilson Chap. 5, 7, 10

Case:

Hill and Lynn, Chap 5.'s AAA – Preventing Child Abuse (address Q1 and 3)

Supplemental Reading:

Hammond, Thomas H. 1986. "Agenda Control, Organizational Structure, and Bureaucratic Politics," *American Journal of Political Science* 30(2):379-420.
Moynihan, Donald P. and Pamela Herd. 2010. "Red Tape and Democracy: How Rules Affect Citizenship Rights." *American Review of Public Administration* 40(6): 654-670.

10/5

The Cultural Dimension

Hill and Lynn Chap. 6

Wilson Chap. 4 & 6

Schein, Edgar. 1997. *Organizational Culture and Leadership*. pp.3-48.

Case:

Express Transit Maintenance Division, Part A;

What aspects of organizational culture caused problems to occur for Express Transit? What can Jiles do to change the organizational culture to make things better?

Supplemental Reading:

Maynard-Moody, Steven and Shannon Portillo. 2010. Street-level Bureaucracy Theory. In Robert Durant (ed). *Oxford Handbook of American Bureaucracy* (252-77). Oxford: Oxford University Press.

Weibel, Antoinette, Katja Rost and Margit Osterloh. 2010. Pay for Performance in the Public Sector—Benefits and (Hidden) Costs. *Journal of Public Administration Research and Theory* 20(2): 387-412.

Submit description of the organization you wish to study, and whether you will follow the outlined described in the syllabus

10/12

A State of Agents

Mintzberg, Henry. 1996. "Managing Government, Governing Management." *Harvard Business Review*. May/June: 75-83

H. Brinton Milward and Keith Provan. 2006. *A Manager's Guide to Choosing and Using Collaborative Networks*. IBM Center for the Business of Government.

McGuire, Michael. 2006. "Collaborative Public Management: Assessing What We Know and How We Know It." *Public Administration Review* 66 (s1):33-43.

Supplemental Reading:

Mettler, Suzanne. 2010. "Reconstituting the Submerged State: The Challenge of Social Policy Reform in the Obama Era." *PS: Political Science and Politics* 8(3): 803-824.

Balogh, Brian. 2009. "Keep Your Government Hands off my Medicare: A Prescription Progressives Should Fill" *The Forum* 7(4): Article 3.

10/19

A State of Agents

Agranoff, Robert. 2003. *Leveraging Networks: A Guide for Public Managers Working Across Organizations*. IBM Center for the Business of Government.

Van Slyke, David M. 2007. "Agents or Stewards: Using Theory to Understand the Government-Nonprofit Social Service Contracting Relationship." *Journal of Public Administration Research and Theory*. 17: 157 - 187.

Heinrich, Carolyn J. 2010. Third-Party Governance under No Child Left Behind: Accountability and Performance Management Challenges, *Journal of Public Administration Research and Theory* 20(suppl 1): i59-i80.

Case:

Gawande, Atul. 2009. The Cost Conundrum: What a Texas Town Can teach us About Health Care, *The New Yorker*

Gawande lays out a series of problems that affect health care, using the community of McAllen as an example. To what extent are these managerial problems? Drawing from the three-part framework presented by Hill and Lynn, how would you diagnose the problems and what solutions might you offer.

Supplemental Readings

David M. Van Slyke and Christine H. Roch. 2004. "What Do They Know, and Whom Do They Hold Accountable? Citizens in the Government-Nonprofit Contracting Relationship." *Journal of Public Administration Research and Theory*. 14(2): 191-209

Soss, Joe, Richard Fording and Sanford Schram. 2011. "The Organization of Discipline: from Performance Management to Perversity and Punishment." *Journal of Public Administration Research and Theory*. 21(suppl 2): i203-232.

10/26

The Craft Dimension

Hill and Lynn Chap. 7

Wilson Chap. 11, 12

Van Wart, Montgomery. 2003. "Public Sector Leadership Theory: An Assessment," *Public Administration Review*, 63 (2): 214-228.

You may also find it helpful to read the Shalala reading listed for 11/21

Case:

Leading an International Organization: The Fall of Wolfowitz.

Evaluate Wolfowitz as a craftsman? What should he have done differently at the World Bank in your view?

Supplemental Reading:

Meindl, James R., Sanford Ehrlich, and Janet Dukerich. 1985. "The Romance of Leadership." *Administrative Science Quarterly*. 30: 78-102.

Wright, Bradley, Donald P. Moynihan, and Sanjay Pandey. "Pulling the Levers: Leadership, Public Service Motivation and Mission Valence." Forthcoming at *Public Administration Review*.

11/2

No classes!

Case-based reading week – read the following pieces to think about issues of accountability, blame, and organizational reputation. We will discuss in class the following week, so keep notes on how you answer the following questions.

Gladwell, Malcolm. 2003. "Connecting the Dots: The Paradox of Intelligence Reform." *The New Yorker*, March 10, 83-89.

What does the Gladwell piece tell us about the possibility of accountability?

Khatchadourian, Raffi. 2011. The Gulf War: Were There any Heroes in the BP Oil Disaster. *The New Yorker*, March 14.

How did the high political visibility of the Gulf Disaster affect response efforts?

Marchella Pierce. 2011. *New York Times*

What is the NY ACS trying to do with its press release here? Will it work?

11/9

Accountability

Hill and Lynn Chap. 8

Wilson, chaps. 8-9

Dresang and Huddleston – Human Resource Management, Job Analysis and the Job Description (no Exercise), Performance Evaluation (no Exercise).

Case:

Patricia Ingraham and Barbara Romzek. "Cross Pressures of Accountability: Initiative, Command, and Failure in the Ron Brown Plane Crash." *Public Administration Review*, 60:3: 240-253.

Examine the accountability systems in place in the Ron Brown case and identify which of these systems were effective, if any. Does having multiple accountability systems provide for greater accountability?

Student presentations sign-up

Supplemental reading:

Stephen E. Condrey and R. Paul Battaglio 2007. "A Return to Spoils? Revisiting Radical Civil Service Reform in the United States." *Public Administration Review* 67(3): 425-436

Hood, Christopher. 2010. Ch1, *The Blame Game: Spin, Bureaucracy and Self-Preservation in Government* Princeton University Press: Princeton.

11/16 *Public Management Reform: Focus on Performance*

Hill and Lynn Chap. 9

Perry, James, Debra Mesch and Laurie Paarlberg. 2006. "Motivating Employees in a New Governance Era: The Performance Paradigm Revisited." *Public Administration Review*. 66(4): 89-122.

Heinrich, Carolyn H. and Gerald Marschke. 2010. Incentives and Their Dynamics in Public Sector Performance Management Systems. *Journal of Policy Analysis and Management* 29(1): 183-208.

Supplemental reading:

March, James G., and Johan P. Olsen. 1983. "Organizing Political Life: What Administrative Reform Tells Us about Government." *American Political Science Review* 77(2): 281-96.

Durant, Robert. 2008. "Sharpening a Knife Cleverly: Organizational Change, Policy Paradox, and the "Weaponizing" of Administrative Reforms." *Public Administration Review* 68(2): 282-294.

11/19 *The Craft Dimension- Practitioner Perspective*

Hill and Lynn, ch. 10

Wilson, ch. 17, 20

Shalala Donna. 1998. Are Large Public Organizations Manageable, *Public Administration Review* 58(4): 284-289.

Panel of executives

No meeting at regular class time this week (11/23), meeting on Monday 11/21, 1.20-3.15 with Yackee section

11/30 *Organizational Learning*

Arygris, Chris and Donald Schon, chapter 1, *What Is An Organization That It May Learn?*

Moynihan, Donald P. and Noel Landuyt. 2009. "How do Public Organizations Learn? Bridging Structural and Cultural Divides." *Public Administration Review*. 69(6): 1097-1105.

This American Life, #333, The Center for Lessons Learned (Prologue – Second Half: Prologue)

http://www.thislife.org/Radio_Episode.aspx?episode=333

Vizzard, James W. and Timothy A. Capron. "Exporting General Petraeus's Counterinsurgency Doctrine: An Assessment of the Adequacy of Field Manual 3-24 and the U.S. Government's Implementation" *Public Administration Review* 70(3): 485-493

Case:

NUMMI

<http://www.thisamericanlife.org/radio-archives/episode/403/nummi>

What can public and nonprofit organizations learn from the NUMMI experience, if anything? In addressing this question, consider what made the NUMMI plant work as a learning organization, and what prevented GM from transforming itself to exploit NUMMI.

Supplemental reading:

Weick, Karl. 1993. The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly*, 3: 628-652

Sergio Fernandez and Hal G. Rainey. 2006. Managing Successful Organizational Change in the Public Sector. *Public Administration Review*. 66(2): 168-176

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| 12/7 | Student Presentations 1 |
| 12/14 | Student Presentations 2 |
| 12/19 | Final papers emailed to Professor by 9am |