



PA 885

## **Advanced Public Management**

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Class: Education L151  
Thursdays 1:20 – 3:15 p.m.  
Office hours: By appointment

Syllabus version: v.9.15.2011

The syllabus will be updated as guest speakers' dates are confirmed.

### **Overview**

This course focuses on strategies to improve the performance of public agencies. It is a case-based course designed to sharpen your skills in dealing with real-life organizational challenges in the public sector.

Many of the cases are canonical. They were written in the past but address timeless and important management issues. Other cases are relatively new but address fundamental issues of management and leadership.

The syllabus is inspired by, and draws from, Robert Behn's performance leadership course at the Harvard Kennedy School of Government. The course examines five challenges of performance leadership: (1) Choosing and producing results: How can public executives determine the results they will produce and develop effective strategies for delivering them? (2) Seizing and creating opportunities: How can public executives recognize or shape events and attitudes to foster the desire and capability to improve performance? (3) Measuring performance: How can public executives measure their agency's results and use such measures to learn how to improve performance? (4) Motivating individuals and energizing teams: How can public executives inspire people in a variety of organizational arrangements, from bureaucracies to collaboratives, to pursue public purposes creatively? And (5) Capitalizing on success: How can public executives use initial results to create an environment for accomplishing more?

### **Assignments**

Students will work in teams of three to analyze the situation faced by the manager in the case and to create a strategy to enhance the performance of the manager's agency. For six of these cases, each team will prepare a clear, concise memo (one to three pages) that is packed with facts, analysis, and ideas, that explains the team's performance strategy, and that clarifies how and why it will work.

There are also two individual assignments:

- 1) Performance management. This assignment is due on Friday, October 28 by 5:00 p.m. It focuses on an agency of your choice. In a two-page memo, present:
  - A mission statement for the agency.
  - Sample output and outcome measures.
  - A brief discussion of why you chose these particular measures.
  - A somewhat longer discussion of how you would use these performance measures in performance management.
  - A very brief note on the sources you used.
  
- 2) Improving the work of an agency. Due Friday, January 6. Choose a performance problem faced by a public executive. Write a detailed four-page memo to the executive:
  - Describe the problem or opportunity you are addressing.
  - Analyze the pluses and minuses of using specific management tools to address the problem.
  - Make short and long term recommendations to management
  - Append a brief note on your sources.

## **Teams**

For the first three memos, each student will work on a team with two other students. Then, for the last three memos, each student will work on a team with two different students.

Students will benefit greatly from the discussion and debate within their three-member team. Each student will have two opportunities to act as team leader; to draft, revise, and refine the team's memo; and to practice the art of persuasion. Students will discover that much of their learning will take place during their team meetings.

Consequently, students will be asked to evaluate their four colleagues on two dimensions: (1) how much effort each colleague put into the teams' deliberations and memos; (2) how much each colleague contributed to the learning of the other team members.

The first set of teams will be emailed to you by midnight on Thursday, September 15.

## **Grading**

A student's grade for the course will be based these components:

- (1) Contribution to class discussion & learning 30 percent
- (2) Six team memos 30 percent
- (3) Team member evaluations 5 percent
- (4) First individual memo 10 percent
- (5) Second individual 25 percent

## Schedule

- Class 1 Thursday, September 8  
**Park Plaza**  
What should Miles Mahoney do about his policy conflict with the Governor?
- Class 2 Thursday, September 15 (Teams created)  
**CompStat**  
What are the underlying mechanisms by which CompStat improves the performance of the New York City Police Department?
- Class 3 Thursday, September 22 (Team memo due)  
**Lead Poisoning**  
What should Gordon Chase do about New York City's lead-poisoning problem?
- Class 4 Thursday, September 29 (Class is from 5:30 to 7:25 p.m.)  
Part 1: **Lead Poisoning** continued  
  
Part 2: **Baines Electronics**  
What should Paul Jefferson do about the new performance-pay plan?
- Class 5 Thursday, October 6 (Team memo due)  
**Division of Water Resources**  
Whom should Roberta Dickson recommend for the merit raise?
- Class 6 Sunday, October 16 (Class is from 5:30 to 7:25 p.m.)  
**Performance Management at Alcoa**  
What are the specific components of Paul O'Neill's performance strategy?
- Class 7 Thursday, October 20 (Team memo due)  
Part 1: **Homestead Air Force Base**  
What should Colonel Gorton do to achieve his sortie goal?  
  
Part 2: Guest speaker **Paul Soglin**, Mayor of Madison
- Class 8 Thursday, October 27  
Part 1: **Homestead Air Force Base** continued  
  
Part 2: **United Way of Southeastern New England**  
How can public and nonprofit managers adapt the private-sector concept of a balanced scorecard to improve the performance of their organizations?  
  
Part 3: Guest speaker **JoAnna Richard**, Deputy Administrator, Division of Vocational Rehabilitation, WI Dept. of Workforce Development (DWD); Former Deputy Secretary, DWD

## **October 28: Individual memo on performance management due**

- Class 9 Thursday, November 3  
**Oklahoma Milestones**  
What principles of performance contracting can we learn from the strategy employed by the Oklahoma Department of Rehabilitative Services?
- Class 10 Thursday, November 10 (Team memo due)  
Part 1: **Assignment Collections**  
What should Nancy Hempstead do to improve the performance of her Assignment Collections Unit?  
  
Part 2: Guest speaker **Roger Ervin**, former Secretary, WI Dept. of Revenue
- Class 11 Thursday, November 17  
**Agency for Child Development**  
What should Lew Frankford do about the 23% cut in his agency's budget?
- Class 12 Thursday, December 1 (Team memo due)  
Part 1: **Energy Assistance**  
What should Janice Samms do to improve the performance of the Massachusetts Low Income Energy Assistance Program?  
  
Part 2: Guest speaker **Mark Bugher**, President of the University Research Park; Former Secretary, WI Dept. of Administration and Dept. of Revenue
- Class 13 Thursday, December 8 (Team memo due)  
Part 1: **Prisoner Reentry in Newark**  
What strategy should Ingrid Johnson pursue to achieve Mayor Booker's vision of helping formerly incarcerated individuals to become successful, productive members of the Newark community?  
  
Part 2: Guest speaker **Dave Cieslewicz**, former Mayor of Madison and current community development consultant
- Class 14 Thursday, December 15  
**Review of the Key Principles of Performance Leadership**  
What was I able to learn in this course?

## **December 23: Individual memo on organizational performance due**