This course surveys major frameworks, topics, and questions in the study of public and nonprofit management, leadership, and governance; helps students apply this knowledge to their own work; and helps students learn how best to relay this knowledge to scholarly and practitioner audiences.

**Course Objectives**

By the completion of this course, we expect that you will:

- Be conversant in key frameworks, topics, and questions in the study of public and nonprofit management, leadership and governance. Have a significant depth of understanding on the concepts of closest relevance to your own proposed research areas, and have sufficient familiarity with the field to recognize and be able to pursue other key issues.

- Be able to contextualize your own interests and research within the field of public and nonprofit management, leadership, and governance. Learn to operate successfully in a scholarly community deeply involved with questions of practical significance. To accomplish this objective, between Weeks 2 and 12 you will prepare weekly two-page reaction papers on relevant literature that also situate your research interests in that literature. For two other weeks you will prepare five- to seven-page reaction papers. In other words, over the course of the semester you will prepare nine reaction papers, seven two-pagers and two five-to-seven pagers.

- Engage effectively with academic literature, including being able to read key texts critically, identify and work with key concepts in the literature, perform an effective literature search, and skim productively. To accomplish these objectives, you will actively participate in class discussions.
• Be competent, constructive discussants of papers written by authorities in the field and your own peers. You will practice this through active participation in class dialogues and by providing feedback on others’ work.

• Be transitioning successfully into being a member of this academic community. This objective will be accomplished through building connections with your peers, Humphrey School faculty, and other scholars through class discussions, and engagement with faculty and visiting scholars.

• Prepare and teach a module on a topic relevant to the course for a professional, masters-level student audience.

**Topics**

After the introductory week, the course is broken down into five main topic areas. In the first of these we address questions related to democracy and governance. This section of the course will revisit a number of concerns raised in PA 8003. In Weeks 3 – 6 organizational theory and behavior move to the fore, since most public and nonprofit leadership and management is organizationally and inter-organizationally situated. In Weeks 7 – 9 we focus on some key leadership and management processes and practices. In Weeks 10 - 12 we pull together and synthesize much of what has come before around the important integrative topics of cross-sector collaboration and implementation. In the final section of the course, in Weeks 13 – 14, we attend directly to the challenge of engaging both scholarly and professional audiences around the course topics.

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Lead Instructor</th>
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| 1    | 12 September | • Introduction to course  
|      |            | • Organizing your semester’s work in the course | John           |

Democracy and Governance

| 2    | 19 September | Democracy and governance  
|      |             | • Democratic governance and accountability  
|      |             | • Institutions  
|      |             | • Public participation and civic engagement  
|      |             | • Public values | Kathy         |

Organizational Theory and Behavior

| 3    | 26 September | Introduction to Organization Theory  
<p>|      |             | • Introduction and historical | Melissa and Carrie |</p>
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<td>Relational Perspectives</td>
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<td>Dependence and power</td>
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<td>Inter-organizational relationships, networks, and institutional fields</td>
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<td>Cognitive Perspectives: Learning, Routines, &amp; Sense-making</td>
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<td>Sensemaking</td>
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<td>Individual Perspective: Workers &amp; Their Employers</td>
<td>17 October</td>
<td>Jay and Carrie</td>
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**Leadership & Management Processes and Practices**

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<td>Leadership</td>
<td>24 October</td>
<td>Barbara</td>
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**Synthesis and Application**

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<td>Institutions and Policy Design for Implementation</td>
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<td>Analytical frameworks for institutional design</td>
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<td>28 November</td>
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## Presenting to Scholarly and Practitioner Audiences

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<td>Presenting Topics to Academic Audiences</td>
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<td>14</td>
<td>12 December</td>
<td>Translation of Academic Knowledge to the practice of teaching professional degree students</td>
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## Course Assignments and Grading

Course assignments are aligned with the course learning objectives. The assignments are as follows:

1. All students are asked to prepare brief memos (1-2 pages) during seven weeks of the seminar (weeks 2-12). You may choose the weeks during which you will prepare brief memos.

   Formats may vary, but it is useful to include:
   ● ideas, concepts, arguments that you found stimulating, worth remembering and building upon,
   ● questions, concerns, disagreements with ideas encountered,
   ● connections, difficulties, contradictions, paradoxes, etc., between one idea or approach and another.

   Memos are due by 5 pm Sunday before the class. Send them to the weekly instructor(s) via email, as indicated in the syllabus. **Twenty-five-percent (25%) of course grade will be based on the weekly short memos.**

2. For two of the weeks, students will prepare a more detailed memo (5-6 pages) assessing the weekly readings. You can choose which week’s readings you wish to analyze, but you are expected to complete this assignment before the date that the topic is discussed in class. All memos, therefore, must be completed before the end of classes. **No memos will be accepted after the last day of class.**

   The purpose of the longer memos is to help you grapple more deeply with the readings and respond with insights, questions, criticisms, and new ideas. Although the memos and class discussion will identify and clarify the major points made by the readings and criticize them where appropriate, the main thrust of both the brief and longer memos and the class discussion will be on developing promising ideas suggested by the readings. If you wish to use the memos as a vehicle for developing your own research ideas, that would be excellent. We recommend that when you choose to write a longer memo about a particular topic, you consult the additional readings for that week. **Forty-percent (40%) of the course grade is based on these longer memos.**
3. In order to help you practice making presentations to scholarly audiences, in Week 13 each student will select one of their more detailed memos and make a 8-10 minute scholarly presentation to the seminar. Each presentation will be by a panel of discussants who will offer a critique and constructive comments. Comments will focus on strengths of the presentation and suggested modifications that would improve it. The scholarly presentation will count for ten-percent (10%) of the course grade.

4. In order to build students’ skills as teachers, each will be an observer in one session of a master’s level class (in which the student is not enrolled) and discuss the teaching methods used with the course instructor. Each student will complete an observation form reporting on this session. The observation, conversation, and form should be completed before Week 14 of this seminar. This assignment will be checked, but not graded.

5. In Week 14, each student will assume the role of an instructor in a practitioner-oriented masters-level class and teach about the topic covered in their Week 13 scholarly presentation. At this session, each presenter will receive observational feedback. Shortly thereafter, each student will write a 1-2 page reflection paper that captures their observations and insights from this experience of teaching to a practitioner audience. The practitioner-oriented presentation will count for ten-percent (10%) of the course grade.

6. Class participation counts for the final fifteen-percent (15%) of the course grade.
Weekly Sessions in More Detail

Week 1 (12 September): Introduction (John)

This week’s class sets the stage for the rest of the semester. A variety of issues will be addressed that involve:

- the importance of the public sphere, democracy and public value and values
- comparative strengths and weaknesses of different sectors or kinds of organizations, e.g., government, nonprofit organizations, businesses, the media, and communities
- macro and micro levels of analysis
- the connections between:
  - agency, structure, institutions, and fields
  - policy formulation and implementation at and across different levels
  - theory and practice
- the contributions and interplay of research, learning, education, and practice

**Required Readings:**


**Additional Resources:**


Democracy and Governance

Week 2 (19 September): Democracy and Governance (Kathy)

INSERT INTRODUCTORY PARAGRAPH

Required readings:


Also review reading notes from PA 8003:


**Organizational Theory and Behavior**

**INSERT INTRODUCTORY PARAGRAPH**

**Week 3 (26 September):** Introduction to Organization Theory and Cognitive Perspectives

**INSERT INTRODUCTORY PARAGRAPH**

**Required Readings:**

**Introduction**


**Historical Perspectives on Organizations and Work**


Callahan, Raymond. *Education and the Cult of Efficiency*. University of Chicago Press. Chapters 1, 6, and 10.

Cooper, Marianne. Chapter 1 in *Cut Adrift*. University of California Press


**Cognitive Perspectives**


Additional Resources:

Introduction

Cognitive Perspectives

Week 4 (3 October): Relational Perspectives
Power and dependence, Inter-Organizational Relationships, Institutional Fields, and Networks

Required Readings:

Inter-Organizational Relationships, Institutional Fields, and Networks


**Additional Resources:**

**Dependence and Power**


**Collaboration and Networks**


Week 5 (10 October): Cultural Perspectives: Social Constructionism, Institutional Theory, Identity, and Sensemaking

**INSERT INTRODUCTORY PARAGRAPH**

*Required Readings:*


*Additional Resources:*
Social Constructionism & Institutional Theory


Culture and Identity


Sensemaking


Week 6 (17 October)
Individual Perspectives: Workers & their Employers (Carrie & Jay)

**INSERT INTRODUCTORY PARAGRAPH**

*Required Readings:*
From the Perspective of the Organization: Strategic Human Resource Management, Diversity, and Retention


From the Perspective of the Employee: Work-Life Integration and the Workplace


Additional Resources:


Leadership and Management Processes and Practices

In this section of the course we cover three key topics: leadership, strategic management, and public budgeting and finance. Each may viewed as a kind of process or processes or as a set of practices that are highly consequential for organizational and inter-organizational effectiveness.

Week 7 (24 October) – Leadership (Barbara)

Participants will explore ways that leadership has been theorized and implications for practicing leadership in government and nonprofit organizations as well as in cross-sector collaborations. Specific consideration will be given to leadership assessment, gender, race, and culture.

Required Readings:


Additional Resources:


Assignment:

Take Multifactor Leadership Questionnaire

Week 8 (17 October) – Strategic Management (John)

Strategic management is concerned with the appropriate and reasonable integration of strategic planning and implementation across an organization (or other entity) in an ongoing way to enhance the fulfillment of mission, meeting of mandates, continuous learning; and sustained creation of public value. Strategic planning may be viewed as “a deliberative, disciplined effort to produce fundamental decisions and actions that shape and guide what an organization (or other entity) is, what it does, and why it does it” (Bryson, 2011). Implementation, on the other hand, encompasses the on-going efforts to realize in practice an organization’s mission, goals, and strategies; continuous organizational learning; and creation of public value.

Strategic management systems are organizational strategies for integrating planning, budgeting, implementation, and other organizational processes. They vary in how tight the organization is or can be, and how effective they area.

Required Reading:


**Additional Resources:**


**Week 9 (07 November) – Public Budgeting and Finance (Jerry and Jay)**

This topic concerns the scholarship about public budgeting and finance (PBF) as an important component of public affairs research. As an interdisciplinary field of study, PBF cares about the decision-making about governmental revenues and expenditures, the management of public financial resources, and their implications. We will start by introducing the big picture of PBF with a combination of political, economic, and managerial perspectives. Then we discuss three subtopics, each focusing on public budgeting (the political aspect), public finance (the economic aspect), and public financial management (the managerial perspective).

**Required readings:**


**Additional Resources:**

**Integration and Application**

The penultimate section of the course will take an even more integrative approach than the previous sections. The Week 10 session will focus on collaboration across a variety of boundaries, including sector boundaries. The sessions in Weeks 11 and 12 will examine institutions and policy design for implementation.

**Week 10: Cross Boundary Collaboration (John, Barbara, and Melissa)**


**Additional Resources:**


**Week 11 Institutions and Policy Design for Implementation (Jodi)**

The next two weeks of this seminar both examine how institutional and policy design influence the implementation of publicly supported programs and policies, and consider implementation dynamics in their own right. Implementation places a policy or program change at the center attention in implementation analysis, which is different from the way other seminar topics have been addressed. As a result, the questions implementation analysis stimulates focus on understanding how institutions, organizations, and people initiate policy or program changes or respond to them.

**Required Readings:**

**Analytical Frameworks for Institutional Design**


**Analytical Frameworks for Policy Design**


**Additional Resources:**
Institutional Design


Policy Design


Week 12: Implementation Dynamics (Jodi)

Required Readings:


**Additional Readings**


**Presenting to Scholarly and Practitioner Audiences**

In the final two sessions students will practice making presentations to scholarly and practitioner audiences.

**Week 13: Presenting Topics to Academic Audiences (All)**
Students will make a 15 – 20 minute scholarly presentations based on one of their memos. There will be panel discussion of these presentations in which critiques and suggestions for improvement will be offered.

**Week 14: Teaching Management, Leadership and Governance (All)**

**Required Readings:**


**Additional Resources:**

