PAD 614
Managerial Leadership in the Public Sector

Fall 2014

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Office hours: Monday, 4:00-5:15 and by appointment
Class Hours: Mondays, 5:45-8:45
Location: Husted 208

Course Description

This module, Managerial Leadership in the Public Sector, focuses on the ways that managers and leaders mobilize resources to achieve important public purposes. We will discuss the roles and responsibilities of managers in the design, implementation and evaluation of public programs and policies. 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. Readings emphasize both theoretical and practical dimensions of leadership in a variety of organizational, national and subnational environments. Principles of effective leadership are developed from detailed case analyses of senior managers and leaders at all levels of government in the United States and elsewhere.

Some of the themes of the course are reflected in the following questions:

What are the differences between management and leadership?

What are the constraints that public leaders face?

How does a leader set goals, create priorities and evaluate performance?

How does a leader motivate staff and subordinates?
How does a leader coordinate with other organizations?

Most important, how does a leader get things done?

These questions are used to organize the readings and cases that we will discuss in class. Many of the cases have a primary protagonist, usually a senior public official who operates in a complex political and organizational environment. The manager is often faced with a decision-forcing situation. One question that should always guide you when you finish reading a case is the following question, what should the manager do? You should try to identify the manager’s objectives, the resources available to reach the objectives, the steps necessary to implement the objectives and the obstacles that must be overcome.

Note also that cases come from a variety of policy and country settings. While the course is not explicitly comparative, when reading cases from a non-US setting, it will naturally be important to appreciate the differences between the United States and the specific country setting.

Assessment

1) **Participation in class discussions (10%).** You will be assessed in terms of your contribution to case and required readings discussions. *Read them before coming to class and be prepared to be an active participant in these discussions. If you are not in class, by definition, you cannot participate.*

2) **Decision memo (20%)** The decision memo diagnostic is an analytic exercise that develops a perspective about the role of leadership in a policy decision that has either been successful or has failed. The decision memo is three pages (12 point font, one-inch margins), single spaced. *The decision memo will be based on a case in the syllabus.* You should not reiterate what is in the case. Do not simply present a bulleted list of options. The leader requesting your memo wants recommendations that can be implemented; therefore, you must justify your recommendations. Part of this justification should include the implications, positive and negative, of pursuing a particular strategy or decision based on the recommendations you present. The due date will be given after the start of the semester. Late papers will not be accepted.

3) **Leadership Profile (30%).** The leadership profile is an analysis of an effective or ineffective leader in a public sector context. The profile can be contemporary or someone who is no longer in public service. In developing your profile, be specific about the leadership attributes that you ascribe to your profile and connect these
attributes to literature on leadership. (Appropriate documentation and the requisite principles of academic integrity are expected.) The profile should be a maximum of eight pages (not including references and other documentation), a one page abstract that will be distributed to the class and a Power Point presentation with four slides. You will describe your leadership profile to the class. The presentation will be a maximum of five minutes. The due date will be given after the start of the semester. Late submissions will not be accepted.

4) Final examination (40%) – The final examination will be comprehensive and include questions that cover one or more subjects from the beginning of the course. This will be a take home examination. You will have two days to complete it. Late papers will not be accepted unless you have a legitimate excuse (such as documented illness or death in the family). You should adhere to the recommended word limit per question.

Class format

Classes are designed to be interactive. I will often use a Power Point presentation to discuss concepts and outline readings. This will be usually be followed by a case analysis. Cases are drawn from several case banks. Your responsibility is to read the case carefully and come to class prepared to actively participate in case discussion and analysis. Some class sessions will include small group, in-class exercises. In addition, I may give the class a short assignment one week in advance. Think of these assignments as “homework.”

A few rules for the classroom:

- Attendance is required. Three unexcused absences will result in a failing grade. Excused absences include sickness or family emergencies. Work and internship conflicts are not legitimate excuses.
- Cell phones must be turned off at the beginning of the class.
- Computers may be used to take notes and other activities related to the class session. They are not to be used for checking your email, Facebook, etc. during the class.
- During class discussion courtesy, respect and professionalism are expected.

Academic integrity

The university’s policies regarding academic integrity including, but not limited to, plagiarism will be strictly enforced. The instructor reserves the right to invoke penalties for the violation of academic integrity including a failing grade for the course.
Class materials

There are three sources for the required readings for the course. Journal articles are available from the library through E-journals. Search for the journal, the year, volume and issue and download the article.

Second, some of the readings and cases are uploaded to Blackboard.

Third, some cases must be purchased through Harvard Publishing. Follow the link below to the course and purchase the required cases. Cases that must be purchased through Harvard Publishing are indicated with HP after the name of the case. (The cost for these cases is about $20.)

https://cb.hbsp.harvard.edu/cbmp/access/27805085

About the instructor

Jeffrey D. Straussman was Dean of Rockefeller College from 2006 to 2011. From 2011 to 2013 he was Professor and Vice Dean (executive education) at the Lee Kuan Yew School of Public Policy, National University of Singapore. He was previously on the faculty of the Maxwell School of Citizenship and Public Affairs, Syracuse University and was Associate Dean and Chair of the Department of Public Administration from 2000 to 2006. His areas of expertise include public management and leadership, public expenditure management and administrative reform in developing and transitional countries. In 1992 he was a Fulbright Scholar at the Budapest University of Economic Sciences (now called Corvinus University) where he taught public management and policy analysis and assisted Hungarian faculty in the development of a public affairs department. Professor Straussman has lectured and consulted internationally on subjects including managing for performance, leadership, public budgeting, and public affairs education. His work has taken him to Macedonia, Montenegro, Serbia, Israel, Venezuela, Italy, Czech Republic, China, Bulgaria, Brazil, Portugal, Russia, Jordan, Lebanon, Zimbabwe, Kazakhstan, Thailand, Malaysia, India, and Vietnam.

Straussman received his bachelor’s from Hofstra University, a master’s in political science from Hunter College, and his doctorate in political science from the Graduate Center, City University of New York.

Outline

1. Public Organizations, Public Managers, and Public Value

Reading:


Cases:

Ellen Schall and the Department of Juvenile Justice

Massachusetts Department of Revenue (A)

2. Alternative Perspectives on Leadership (2 sessions)

Reading:


**Cases:**

A tale of Two Managers

Aruna Roy and the Birth of a People’s Movement in India

Granite City Building Inspectors


**Reading:**


**Cases:**

HIV/AIDS in Indonesia (HP)

HIV in Thailand: The 100% Condom Program (HP)

Confronting HIV/AIDS in Pingxiang, China, Parts A and B

**4. ENVIRONMENTAL SCANNING**

**Reading:**


**Case:**

Massachusetts Department of Revenue (B), (C), (D)

### 5. STAKEHOLDERS

**Reading:**


Freeman, R. and Mc Vea, J. (nd) *A Stakeholder Approach to Strategic Management* (Darden working paper 01-02).

**Case:**

Singapore Chinese orchestra (A)

### 6. Organization Culture

**Reading:**

Chatman, J. and Cha, S. (2002). *Leading by Leveraging Culture*

The example of Chiune Sugihara


[http://www.youtube.com/watch?v=kAwqhytNAjY](http://www.youtube.com/watch?v=kAwqhytNAjY)

**Case:**

Captains of Lives: The Transformation Journey of the Singapore Prison Service (A) and (B)

Massachusetts Department of Revenue (E)
7. Managing and Motivating People

Reading:


Cases:

Goodbye to Happy Hour

Massachusetts Department of Revenue (F)

8. Political and Organizational Constraints on Policy Implementation

Reading:


Case

California Assistance Adoption Program

9. Managing for Performance: fighting crime in NYC

Reading:


Materials on Compstat

**Cases:**

NYPD New (HP)

Massachusetts Department of Revenue (G)

**10. Crises and the art of leadership**

**Reading:**


**Case:**

Rudy Gulliani (HP)

**11. Alternative transformation journeys: what went right, what went wrong**

**Reading:**


**Cases:**

Seattle Public Utilities

Michelle Rhee’s IMPACT on the Washington D.C. Public Schools (HP)