

PUBLIC ADMINISTRATION AND POLITICS

PP5405 -- SEMESTER I (week 8-13) -- 2017/18

Instructors:	Dr Zeger van der Wal Associate Professor spzvdw@nus.edu.sg	Dr Mehmet Akif Demircioglu Assistant Professor mehmet@nus.edu.sg
Consultation Hours:	By appointment	
Class Hours:	Wednesdays, 09.00-12.00	
Venue:	MM SR 3-1	
Teaching Assistants:	Ola El Taliawi, ola_g@u.nus.edu Yan Yifei, yifei.yan@u.nus.edu	
Teaching text:	<u>Van der Wal, Z. (2017). <i>The 21st Century Public Manager</i>. London: Palgrave Macmillan.</u> Purchase is mandatory. We will work with the book intensely both inside and outside the classroom. The book can be purchased at NUS CO-OP, Amazon, or other outlets. Additional readings and cases will be made available through IVLE.	

Course Description

Increasingly, public policy professionals and managers operate in a VUCA world – characterized by *volatility, uncertainty, complexity, and ambiguity*. The VUCA world offers challenges but at the same time unlimited opportunities for innovative, effective, and citizen-centric public service delivery. This short, intense, and forward-looking 6-week course provides you with knowledge, tools, strategies, and action perspectives to turn challenges into opportunities in any given political-administrative setting.

Policy professionals are answerable to various stakeholders including those within hierarchical structures of the organization, parent and sister agencies, political parties and politicians, private companies, citizens and civil society groups as well as international actors and organizations. Aside from having to work with these stakeholders with their own distinct agendas and powers, public managers are often caught in policy dilemmas in effectively carrying out policy promises in challenging contexts. On the other hand, if they manage to leverage the strengths, expertise, and added (financial) value offered by these stakeholders they can create more public value at less cost.

Case studies and class discussions throughout the course will ensure continuous linkage between research evidence and recent scholarly insights and the tough everyday life work of policy professionals aspiring to create public value. Most importantly, your own rich experiences and real-life examples of both successes and failures will ensure that insights from general examples and evidence will feed back into your own professional world, and vice versa. This course is positioned as a follow up to Policy Process and Institutions (PP5402) and as a prelude to Policy Challenges (PP5401). Where appropriate, we will draw links between the three courses.

Learning Objectives

Upon completion of the course, you should be able to:

- Make use of important core concepts and tools of Public Administration and Public Management;
- Analyze and understand different aspects of real-life administrative challenges and management practices;
- Make effective and realistic recommendations on how to improve real-life problems in settings across the globe;
- Make use of necessary skills to be an effective public policy professional, manager, or advisor, in particular: writing, discussing, collaborating, presenting, and arguing.

Pedagogy

The pedagogy for this course includes short lectures, class discussions, small group breakout discussions, and case-based problem-solving activities. Through individual assignments, you will practice analytical and writing skills, including how to write clear concise memos and reflection pieces. You will also learn how to express yourself effectively in group discussions and plenary Q&A sessions in class.

Needless to say, throughout the entire course you will be challenged to think about public sector challenges from many different, sometimes rivalry, perspectives. You will be asked on the spot for your opinions and reasons for your arguments, aiming to further develop your skills to critically think, make logical arguments, and provide solutions to problems. It is crucial to emphasize that the course does not aim to provide off-the-shelf solutions to problems, but rather it aims to produce public policy professionals that can ‘think’ and make good decisions on their own.

Student participation is an important part of the course. Students are expected to learn from and build constructively on comments their peers, and provide helpful feedback. This will form a considerable portion of the final grade.

Laptops are allowed if used for class purposes but smartphones are to be switched off before our class starts.

You should expect to be challenged during the course by taking part in discussions that will always remain private and off the record. In order to maximize the learning experience and maintain a good learning environment both in class and outside the classroom, it is important to keep in mind the following points:

- o Tolerate and celebrate differences in opinions. Listen carefully. Be respectful to others.
- o Express your opinions clearly. Do not dominate discussions.
- o Always have an opinion or point of view. Make an effort to participate.
- o Never be shy to ask questions, no matter how difficult or simple they are.

Assignments

1. Class Participation (25%)

You will be assessed in terms of your contribution to the discussions on the cases and required readings, and how well you've prepared. You must fully participate in class discussions. Make sure you have thought about your ideas carefully. And always ask yourself: "*How can I contribute constructively and meaningfully to our class discussion on this topic?*" rather than "*How can I just get my views across as assertively as possible?*" Given this module's large class size, individual contributions as well as contributions during break out discussion sessions in smaller teams and subsequent case discussions are taken into account. We are not encouraging a 'shouting match' as this will decrease class quality.

Each week, your participation will be evaluated with a mark ranging from 0 (not present), 1 (physically present), 2 (participating at the required minimum), 3 (participating in a way that displays adequate preparation and effort to make the session a better one for all of us), and 4 (participating in a way that elevates the class discussion to great heights and contributes to *all our learning* – rather than just showing off; without you this session wouldn't have been what it was). You each get 1 mark as a starting bonus.

2. Weekly 1-Page Statements (30%)

Each week, on Tuesday at 12 PM latest you will submit a short and to-the-point 1-page position statement of max. 400 words in response to questions showed at the end of the preceding lecture (and on IVLE straight after), about:

1. The readings for that week (two questions);
 2. The case for that week (two questions);
 3. In addition, you will add 2 issues and/ or questions you'd like to see clarified and addressed in class that week.
- Your statements and questions will serve two purposes: they will prepare you effectively for the session at hand and aid us in tailoring the session according to your interests, needs, and demands.

A total of 6 position statements will each get a mark ranging from 1 (submitted, of poor quality), 2 (submitted, of moderate quality), 3 (submitted, of sufficient quality), 4 (submitted, of good quality, indicating higher-level understanding of readings and case and well formulated class questions), to 5 (submitted, of excellent quality; take-aways and class questions provide new insights to instructor and peers and are likely to considerably elevate the level of class discussion). If you don't submit your statement on time you will get 0 marks for that week.

At the end of week 10, each of you will receive your marks so far for your class participation and weekly statements to get an idea of where you stand, including some 'feed-forward' on how to improve (if applicable).

3. Take-Home Individual Decision Memo (45%)

On Wednesday 4 December at 5 PM, you will submit an individual decision memo based on a case that will be shared with you towards the end of the module. The word limit is 1,500 words (including references, footnotes, figures, and tables). Please submit via IVLE. Late submissions will be penalized accordingly. The 7 guidelines to "excellent memo writing" were discussed during orientation week. Further instructions will follow.

You should write your decision memo as though you are an external consultant or policy advisor who has been asked to provide guidance, feedback, and recommendations to the lead actor in the case. You should not reiterate what is in the case; the decision maker knows the basic content of the case. You must offer specific examples and recommendations as a response to the key questions provided at the end of the case. It is important to fully develop and argue your recommendations. Do not simply present a bulleted list of options. The decision maker 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 your recommendations, supported by evidence, data, and relevant sources.

At any time, you are welcome to visit the instructors and the TAs during office hours to discuss assignments or any questions you may have. Both the instructor and the TAs can also be reached via e-mail.

Penalties will be imposed for late assignments. The grading scale ranges from A+ to F. The NUS norm is that no more than 33 per cent of students in class will receive a grade in the A range (A+, A, A-).

About the instructors

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Zeger van der Wal is a globally recognized lecturer, researcher, and consultant in public management, specializing in ethics and good governance, stakeholder analysis, and strategic HRM. He has won several research and teaching awards, including the 2014 LKYSPP Teaching Excellence Award and the 2015 NUS Teaching Excellence Award. He is also co-curator of the *Future of Government* initiative of the World Economic Forum. His highly acclaimed book *The 21st Century Public Manager* was published with Macmillan Education in April 2017.

In recent years, he has developed an active portfolio of over 50 executive education and consulting assignments on a variety of public management issues. Clients include: UNDP, WEF, Toyota Asia-Pacific, VISA, ANZSOG, LSE Enterprise, Central Bank of the Philippines, Executive Council of the Dubai Government, Civil Service Development Institute Taiwan, Malaysia Anti-Corruption Academy, Home Team Academy Singapore, Ministry of Transport Singapore, Monetary Authority Singapore, Indian Economic Service, Indian Revenue Service, Hungary National Bank, Indonesian Auditor's Office, Indian Revenue Service, Civil Service College Singapore, Ministry of Home Affairs, The Netherlands, GIZ, and the Public Service Commission of Sri Lanka.

Van der Wal has educated and trained over 2500 graduate students and senior officials across the globe. Case teaching is one of his great passions. In 2015 and 2016 he completed the introductory and advanced course in the case teaching method at Harvard Business School to perfection his case teaching skills. Teaching, research, and consulting assignments have taken him to Australia, Brunei, Cambodia, China, Hong Kong SAR, India, Japan, Kazakhstan, Laos, Malaysia, Oman, Singapore, Thailand, The Netherlands, UK, USA, the United Arab Emirates, and Vietnam. He has held visiting fellowships at American University and Syracuse University in the USA, and Australia National University.

He has (co)authored over 100 publications, including books, journal articles, and op-ed pieces in magazines and newspapers like the *Straits Times* and *Japan Today*. Top-tier journals which have published his work include *International Public Management Journal*, *Public Administration Review*, *Public Administration*, and *Journal of Business Ethics*. His main publications have been translated into Russian and Chinese. Trained in both Political Science and Public Administration, Zeger pursued academic life in 2003 after two short stints in the civil service.

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Mehmet Akif Demircioglu is an Assistant Professor at the Lee Kuan Yew School of Public Policy, the National University of Singapore. His research interests are public sector innovation, employee attitudes, social media, and public sector reform. He has earned his MPA and PhD degrees (Public Management and Public Policy Analysis) from the School of Public and Environmental Affairs (SPEA), Indiana University-Bloomington. His undergraduate degree (political science and public administration) is from Turkey.

He was also trained at Syracuse University, the École nationale d'administration in France, Hertie School of Governance in Germany, CIDE in Mexico, and the University of Bologna-Forli in Italy. He has held visiting scholarship positions at the University of Canberra in Australia and Yonsei University in South Korea. Previously he worked at the Seoul City Hall, Indiana University, Woodrow Wilson International Center for Scholars in the US, Urban Institute in the US, Office of the Public Personnel Management in Turkey, and the Indiana Business Research Center. He taught at SPEA for over three years and received a best teaching award from SPEA in 2015.

COURSE SCHEDULE

Week 8 (11 October): Being a Public Policy Professional in the 21st Century (Zeger)

In this introductory session, we will discuss the course outline, rationale, and expectations. We will also discuss the case method and how you can best prepare for a case discussion in class. We will agree on a mutual contract to ensure these 7 weeks will be the best educational experience of a life time. In the second half of class, we will collectively map key 21st century trends and drivers affecting public management and public policy in the years to come, and the demands and opportunities they produce. Then, we will discuss how the public, private, and non-profit sectors differ, how we can compare them, and why that matters. We will also discuss 'sector blurring', convergence, and collaboration: perhaps sectoral demarcations will matter less and less in the future as public policy creation takes place in cross-sectoral networks?

Key topics:

1. 21st century trends and drivers affecting public policy and public sector management
2. Public, private, and non-profit management: differences, similarities, and clichés
3. Sector blurring, collaboration, and convergence: will 'public' still matter and does it matter where you're located?

Readings:

Van der Wal, Z. (2017). *The 21st Century Public Manager*. London: Palgrave Macmillan. Chapters 1, 3, 4, and 11.
Hammond, J.S. (2002). *Learning by the case method*. Harvard Business School Publishing. **Optional.**

Week 9 (Friday 20 October, 2.30-5.30): Regimes, Reforms, and Political-Administrative Dynamics (Zeger)

The public, private, and non-profit organizations discussed last week do not operate and collaborate within a vacuum. They operate within particular political-administrative regimes that constrain as well as enable opportunities for reform and innovation. We will discuss the dominant reform paradigms that have evolved over time: TPA and NWS, NPM, and NPG. We focus in particular on the interplay between the political and administrative domain, and between politicians and public servants. How can we characterize the relationship between politicians and public servants, and how does this affect their collaboration? What can we learn from classical ideal types from the East and West? How do increasing political turbulence and populism affect political-administrative dynamics?

Key topics:

1. Regime types and their pros and cons
2. Politicians vs. administrators: Weberian, Wilsonian and Confucian ideal-types
3. Paradigms in administrative reform: Traditional Public Administration (TPA), New Public Management (NPM), and New Public Governance (NPG).
4. Eastern vs. Western contexts: can politics and administration be separated, and should they?

Readings:

Van der Wal, Z. (2017). *The 21st Century Public Manager*. London: Palgrave Macmillan. Chapters 2 and 6.
Pollitt, C. & Bouckaert, G. (2011). *Public Management Reform: A Comparative Analysis*. Oxford: OUP. Chapter 3.
http://www.theguardian.com/politics/2016/jan/27/sir-jeremy-heywood-most-potent-permanent-elusive-figure-british-politics?CMP=share_btn_link
<http://www.straitstimes.com/opinion/who-wants-to-work-for-govt-in-the-age-of-populism>

Case: The Corrections Chief and the Minister (ANZSOG)

Week 10 (25 October): Stakeholder Analysis and Stakeholder Engagement (Zeger)

Creating, implementing, and delivering programs, policies, and services effectively increasingly requires the involvement of a highly diverse set of – supportive as well as adversarial – stakeholders. But how do you know which stakeholders matter most and why? How to make sure negligence of stakeholders will not lead to future legitimacy gaps? How do you develop antennae to keep stakeholders on your radar? What kind of new skills are required in the areas of communication, negotiation, framing and branding, and social media management?

Key topics:

1. Stakeholder mapping and identification
2. Stakeholder allegiance and engagement strategies
3. Stakeholder communication: framing, branding, and social media strategies

Readings:

Van der Wal, Z. (2017). *The 21st Century Public Manager*. London: Palgrave Macmillan. Chapter 5.
Mergel, I. (2014). *A Manager's Guide to Assessing the Impact of Government Social Media Interactions*. Washington DC: IBM Center for the Business of Government. **Optional.**

Case: A Heritage Worth Saving? (The Electronic Hallway).

Week 11 (1 November): Employee Attitudes and Motivation (Mehmet)

In a VUCA world it may be harder but all the more important to increase employee job satisfaction and motivation because only highly satisfied and motivated employees can manage 21st century challenges. Thus, public policy professionals and managers should find innovative ways to increase their employees' job satisfaction, and attract talented and highly motivated new generations of employees (Gen Y and Gen Z) to the public service. Key questions here include: What are the antecedents and consequences of job satisfaction? What can managers do to increase their employees' job satisfaction and motivation? How do evolving types of work, working, and workers affect employee attitudes? How do work motivations differ between administrators and politicians?

Key topics:

1. Employee attitudes
2. Job satisfaction
3. Public service motivation (PSM)
4. Recruiting, motivating, and retaining the new generation workforce

Van der Wal, Z. (2017). *The 21st Century Public Manager*. London: Palgrave Macmillan. Chapter 7.

Saari, S.M. & T.A. Judge (2004). Employee attitudes and job satisfaction. *Human Resource Management* 43: 395-407.

Van der Wal, Z. (2013). Mandarins versus Machiavellians? On Differences between Work Motivations of Administrative and Political Elites. *Public Administration Review* 73 (5): 749-759.

Week 12 (8 November): Measuring and managing performance (Mehmet)

Any kind of policy professional will have to account for her performance in delivering services, regardless of delivery mode. Accounting for and measuring performance serves various laudable goals: learning, improving, and motivating. At the same time, it often has various unintended and perverted consequences: gaming, shirking, blaming, and goal-displacement. What is the value of measuring public sector performance? Why is it considered much harder than in the private sector? How can performance be measured meaningfully?

Key topics:

1. The potential benefits, dangers and pitfalls of measuring of public sector performance
2. The role of public sector professionals in performance measurement
3. From performance *measurement* to performance *management*: leading meaningful performance efforts

Readings:

Behn, R.D. (2004). Why Measure Performance? *Behn's Public Management Report*: 1(11).

Behn, R.D. (2008). Measurement is Rarely Enough. *Behn's Public Management Report*: 5(9).

Behn, R.D. (2014). What Performance Management is and is not. *Behn's Public Management Report* 12(1).

De Bruijn, (2007). *Managing Performance in the Public Sector*. London: Routledge. Chapters 1 and 2.

Case: Efficient Revenue Collection in Nomburo (or not) (Harvard Kennedy School)

Week 13 (15 November): Managing Internal and External Innovation Forces (Mehmet)

Nowadays, all organizations want to attract more innovative employees. However, traditional bureaucratic cultures and structures may discourage innovation. This makes managing innovation forces a key challenge for 21st century policy professionals and public managers. How do they manage innovation stages and strategies effectively? When do they 'move in': what is too early and what is too late? What are the specific conditions for implementing innovations in public sector organizations? What are the expected outcomes of public sector innovation?

Key topics:

1. Managing new opportunities and challenges such as social media, flexibility, and telework
2. Types of innovation
3. Drivers of public sector innovation
4. Conditions for public sector innovation

Readings:

Van der Wal, Z. (2017). *The 21st Century Public Manager*. London: Palgrave Macmillan. Chapter 8 and 12.

Demircioglu, M.A. (2016). Organizational Innovation. *Global Encyclopedia of Public Administration, Public Policy, and Governance*.

Demircioglu, M.A. (Forthcoming). Conditions for innovation in public sector organizations. *Research Policy*. [Read until the third section: Methods and Data and Discussion-Conclusion only]

Case: Transforming Singapore's Library System (Harvard Business School).