Managers of public sector organizations are increasingly being asked to make more effective use of public resources. The demand for government services is high, but trust that government can provide these services efficiently is low. In this context, many public managers are exploring collaborative governance and inventing ways of managing that alter the relationships within organizations, between organizations, between sectors and with the public so that more people, information and other resources can be included in efforts to address public problems. Planners are often central to these efforts. This inclusive form of management requires rethinking fundamental management issues.

This course provides a brief introduction to inclusive management and some of the management issues it raises. Class preparation involves reading journal articles and book chapters and applying concepts from these readings to the analysis of cases, many of which have been written specifically for this course. Most of class time is spent in discussion and group learning exercises. One or more practicing managers will be addressing the course. A project in which each student chooses a manager to study, gathering data through interviews and direct observation, is a central feature of the course.

ASSIGNMENTS

Prepare for class by reading the assigned readings, thinking about the discussion questions and noticing public management issues that are discussed in the media or that you have knowledge of through other means and their relation to the topics being discussed in class. The readings are available on the website.

Class participation is an important part of the course. Class participation will be evaluated according to attendance, preparation, constructive involvement in class discussion, respect for the contributions of others, and contributions to the learning of the entire class throughout the quarter. Please note that volume of participation alone is not sufficient to receive a good grade. Not participating, however, will ensure a poor grade. Participation usually consists of talking during the discussion that takes place in class. Other forms of participation are, however,
welcome. For example, one could prepare something in writing for distribution to class members. One could also prepare a presentation on a topic of particular interest. If you would like to do a presentation in class, talk with the professor about scheduling it. Other forms of contributing to the class are also welcome. Self and peer evaluations will provide input for assessing class participation.

There are 3 short (250-500 word) assignments due over the course of the term. You may choose any 3 class sessions between January 14th and March 11th for these assignments. I advise you to spread the dates out so that you can benefit from feedback on these assignments. In general, the assignments involve relating the readings to a specific case. Specific assignments will be handed out in class.

The final project will consist of a written report about a public manager whose style you admire. You will describe the management style of this manager in relation both to the internal organization and the external stakeholders and other relevant groups. You will provide specific examples of how the manager enacts his/her style and you will assess the effects of this style on the ability to accomplish tasks in the short and long term, on the effectiveness and morale of the organization and on the creation of resources in the organization and within the relevant community. You will also explore 1 of the topics discussed in class (e.g., trust, negotiation, social capital, etc), find additional readings on that topic and relate your knowledge to understanding the manager you are writing about (i.e., how the manager uses social capital or how the manager could use social capital). The written report is due March 18. It should be approximately 2500 words.

Grades will be based on class participation, written and oral assignments according to the following distribution:

- Class participation: 25 points
- Short assignments: 30 points (10 points each)
- Final project: 45 points

READING LIST AND SCHEDULE OF CLASSES

Note: This schedule is subject to change to accommodate speakers’ schedules. Please check the course website for updates.

Possible guest speakers:
Anna Brendle, Program Officer, Children and Families Commission of Orange County, former MURP student.

Gregory Devereaux, City Manager, Ontario, CA.

Rebekah Gladson, Associate Vice Chancellor and Campus Architect for the University of California, Irvine
Brian Judd, Vice President, Community Planning and Design The Planning Center, former MURP student.

January 7: **Introduction to Inclusive Management**

January 14: **New Role of Public Manager**


Case: Jerome Miller (parts A and B)

January 21: **Relationship to resident/client/citizen**


January 28: **Identifying Stakeholders**

Case: Chancellor Drake hires a law school dean?

February 4: **Collaborative governance**

Case: Dealing with Animal Nuisance

February 11: **Framing and Resourcing**

Case: Microfinance, The Case of the Grameen Bank: Reframing International Aid and Creating New Resources by Heather Goldsworthy

February 18: **Communities of Practice/Participation and Boundaries**


Wenger reading

Case: Revisit Green Grand Rapids (see January 21).

February 25: **Social and Relational Capital**

**Guest speaker: Professor Monica Worline, Goizueta Business School, Emory University**


*March 4: **Transparency, trust and organizational process:**


Case: The Fiscal Study

*March 11: **Negotiation**

Fisher, Ury and Patton, *Getting to Yes*


Case: Garfield Park and the Kroc Center

March 18: **Final Project due by 5:00pm**
FINAL PROJECT STEPS AND SCHEDULE

1. Choose a manager to study
2. Contact the manager and make sure you can interview and observe him/her and talk with co-workers
3. **January 28:** turn in brief introduction to your manager (What does this manager manage? What makes you want to study this manager? What do you know about this manager’s style? How long as this person been in the current position and what did they do previously?) and schedule of interviews, observation, etc.
4. February: Conduct interviews and observation. Plan to spend 15 to 20 hours in direct data gathering.
5. **February 25:** Turn in summary of analysis of your manager. What are your manager’s strengths and weaknesses? Is there a “theme” to your manager’s way of managing? To what extent does the manager manage inclusively?
6. Connect your observations about this manager to research in public management. One good way to do this is to choose a theme that is important to the way this manager managers (e.g., trust, collaboration, transparency, social capital, etc.) and see what others have had to say about it. Plan to approximately 10 sources. This means that you will probably need to read at least 15-20 sources to find useful information. How does your manager exemplify what other researchers have found? How does your manager differ from what other researchers have found? What do you understand about managing from this comparison of your manager with the research?
7. **March 18:** Turn in your completed paper.
**ADDITIONAL READINGS (BACKGROUND AND RECOMMENDED)**

**Participation and Inclusion of Residents:**
http://www.iap2.org/ View the Practitioner Tools (IAP2 Toolbox, Spectrum of Public Participation, Core Values, Code of Ethics, Foundations of Public Participation, Knowledge Network)

**Collaborative Governance:**

**Managing inside the organization:**


Terry, L. (1990) "Leadership in the Administrative State: The Concept of Administrative Conservatorship", *Administration and Society* 21 (no. 4): 395-412

**Social Capital:**


**Framing:**


**Boundaries:**


Guston, David A. Boundary organizations in environmental science and policy. *Science, Technology and Human Values*, 26:4:399-408

Lejano, Raul. Painting by numbers: The ecology of knowing and analysis as pre-ecological knowledge.


Trust:
Case: Trust as an Asset: The MACC Alliance for Connected Communities by Jody Sandfort and Timothy Dykstal.

Motivation: