Basic Information

Course Title	Public Management for 21st Century – JSM706
Semester	Summer 2017/2018
Guarantors	Vladimír Kváča, Ph.D.
Teachers	Vladimír Kváča, Ph.D.
Hours per week	1/1 bi-weekly
Examination	Participation, homeworks, discussion
Credits	5 (1 credit = 30 working hours)
Prerequisites	None
Place	Jinonice, room no. J3019
Time	Thursdays 15:30 – 18:20, February 22, March 1, 15 and 29, April 12 and 26, May 10.
Moodle	https://dl1.cuni.cz/course/view.php?id=5913
Contact	vladimir.kvaca@gmail.com
Consultations	Thursdays before the course 14:30 – 15:30 or upon request at vladimir.kvaca@gmail.com

Course Abstract

Public administration management is currently in a fascinating situation of paradigm shifts affecting many aspects of the reality of public organisations. Public institutions have to adapt to the changing environment in order to serve the citizens well in the 21st century. Most dilemmas stemming from the current paradigm shifts will be investigated in the course. Topics include understanding the nature of the environment in which public organisations operate, measuring human development, the differences between assumption of managing industrial production and service provision, the differences between hierarchical and self-steering organisations, challenges of understanding human motivation, shifting focus of accountability in the public sector and explaining the concept of metagovernance. Students will have the opportunity to compare both traditional and emerging approaches in public management standing on opposite sides of the current paradigm shifts. Student will improve their understanding the traditional way of public management, its implicit assumptions and the level to which these assumptions hold in the reality of 21st century, see the main weaknesses of traditional way of public management, become familiar with emerging practices in public management, which are promising but usually not in the mainstream yet. They will also become more sensitive to longer term evolution of public sector and to recognise prospective trends. The course is composed of seven be-weekly meeting and the grading is based on combination of active participation, short homework tasks and contribution to final group discussion.

Course Description

Public administration management is currently in a fascinating situation of paradigm shifts affecting many aspects of the reality of public organisations. Public institutions have to adapt to the changing environment in order to serve the citizens well in the 21st century.

All the dilemmas stemming from the current paradigm shifts will be investigated in the course. Students will have the opportunity to compare both traditional and emerging approaches in public management standing on opposite sides of the current paradigm shifts.

The discussion in the course will be structured around following topics:

Topics and main related readings and other materials

1. The Environment: Paradigm shift from relatively stable and predictable to volatile, uncertain, complex and ambiguous world.

Most public policies implicitly assume the world is relatively stable and predictable. Patterns repeat. Causalities are known. We know what we are facing and we can agree with each other about it. V. U. C. A. world is different, determined by Volatility - Fast, unpredictable changes without clear patterns or trends; Uncertainty - Frequent disruptive changes where the past is not a very good predictor of the future; Complexity - Multiple, complex, intertwined technological, societal, geopolitical and ecological evolutions; and Ambiguity - Little clarity on what is real or true and difficult to predict the impact of action or initiatives. The environment is constantly changing. Not even with expertise we are able to analyze it towards the future. How can public organisations face these challenges?

Bourgon, Jocelyne. 2011. A New Synthesis of Public Administration: Serving in the 21st Century. Queen's Policy Studies, 2011. 978-1553393122.

Cook, J. W., & Tõnurist, P. (2017). *From Transactional to Strategic : systems approaches to public service challenges.* Retrieved from OECD Observatory of Public Sector Innovation: https://www.oecd.org/media/oecdorg/satellitesites/opsi/contents/images/h2020_systemsthinking-fin.pdf

Kurtz, C. F., & Snowden, D. J. (2003). The new dynamics of strategy: Sense-making in a complex and complicated world. *IBM SYSTEMS JOURNAL, 3*. Retrieved from http://alumni.media.mit.edu/~brooks/storybiz/kurtz.pdf

2. The People we Serve: Paradigm shift from selecting measures of human well-being from the point of view of policy-makers to understanding human development from the point of view of a diversity of citizens.

The purpose of any public service is positive change in the well-being of people and an expansion of their possibilities. These are the results we look for, not indicators or targets.

Capability Approach — https://en.wikipedia.org/wiki/Capability_approach

Stiglitz, J., A. Sen and J.-P. Fitoussi. *Report of the Commission on the Measurement of Economic Performance and Social Progress.* http://www.communityindicators.net/system/publication_pdfs/9/original/Stiglitz_Sen_Fitoussi_2009.pdf?1323961027

Wauters, B. Where did the well-being go in ESIF? Paper for "2nd joint EU Cohesion Policy Conference: Challenges for the New Cohesion Policy 2014-2020: an Academic and Policy Debate", University of Latvia, 4-6 February 2015. http://www.latitudeconsulting.eu/resources.html

3. The Way of Management: Paradigm shift from products to services.

Public services are often managed in **product** manufacturing style. Production and consumption of products is separated in time and space and variety of products is relatively limited. But public services are **services**, not products. Each service is co-produced in interaction between user and provider and consumed at the moment of its provision. As people have different needs, this leads to enormous variety in demand on services. Thus, service provision should be managed in a way different from manufacturing in order to cope with the variety and complexity of demand.

Osborne, S. P., Randor, Z., Kinder, T., & Vidal, I. (2015). The SERVICE Framework: A Public Service Dominant Approach to Sustainable Public Services. British Journal of Management

4. The Nature of Public Organisations: Paradigm shift from simple tasks in complex organisations

with top down hierarchies to complex tasks in simple organisations with self-steering.

Hierarchical public organisations are complex and closed systems providing simple services. In a stable and predictible environment they can be effective and efficient. In reality they often fail to integrate services. Self-steering learning organisations are simple and open systems capable of producing complex services. Double-loop learning enables them to cope with the VUCA environment.

Wauters, B. (2017). Zelfsturing in publieke dienstverlening: een verhaal van twee paradigma's. Vlaams Tijdschrift voor Overheidsmanagement. http://www.latitudeconsulting.eu/resources.html

5. Motivation of Staff: Paradigm shift from stress on external motivators to creating environment that keeps internalised motivation of people.

For most jobs (with exception of routine manual work) internalised motivation is more effective than externalised motivators (sticks and carrots, SMART goals). For internalised motivation people need **autonomy** to self-organise; **mastery** (possibility to do a good job) and relatedness to a higher **purpose**. Introducing external motivators ruins internalised motivation. Idea of SMART objectives is just a consultants' folklore, not a concept backed by science to manage organisations or countries.

Pink, D. (2011) Drive : The Surprising Truth About What Motivates Us. Riverhead Books.

6. Accountability: Paradigm shift from accountability overload to accountability for learning.

Public organisations has to be accountable for their actions and meeting their purpose. Historically, different aspects of accountability were stressed:

Honest and Fair (Focus on preventing distortion, bias and abuse of office and on proper procedures), **Lean and Purposeful (**Match narrowly defined tasks with resources (time and money) as tightly as possible, cutting any slack) and **Robust, Resilient, Adaptive** Being able to adapt rapidly to changing environments, to withstand shocks, to keep operating even in a crisis. These aspects are contradictory and when not balanced, problems emerge. Good way to maintain ballance is to reframe all aspects of accountability by **accountability for learning.**

Hood, C. (1991). A Public Management for all Seasons? Public Administration, 69(1).
Perrin, B. (2015). Bringing accountability up to date with the realities of public sector management in the 21st century: New View of Accountability. Canadian Public Administration 58(1)·March 2015. DOI: 10.1111/capa.12107

7. Metagovernance: Paradigm shift from looking for best practice to thinking about our thinking about governance.

Meta-governance is "governance of governance" and a process to achieve smart governance mixtures. It entails critical thinking about the daily practices (first order governance) and main modes of governance (second order governance – hierarchical, market- or network-based governance) as any form of governance can be problematic when taken too far.

Meuleman, L. Public Management and the Metagovernance of Hierarchies, Networks and Markets : The Feasibility of Designing and Managing Governance Style Combinations. Physica, 2008.

Extracts from these books and all other required readings listed in the schedule will be provided in the course electronically.

Learning Objectives and Outcomes

The course will help you to:

- Understand the traditional way of public management, its implicit assumptions and the level to which these assumptions hold in the reality of 21st century.
- See the main weaknesses of traditional way of public management.
- Become familiar with emerging practices in public management, which are promising but usually not in the mainstream yet.
- Be more sensitive to longer term evolution of public sector and to recognise prospective trends.
- Learn key points from disciplines relevant to public management, including complexity science, management of services or theory of motivation.

Assignments and Grading Policy

Exam is based on combination of following activities and tasks:

Activity / task	Points available
Preparation and participation at the seminars	4 points per meeting, max. 20 points in total
Bi-weekly homework tasks	6 x 10 points, max. 60 points in total
Quality of contribution to final group discussion.	max. 20 points.
TOTAL	Max. 100 points.

Preparation and participation at the seminars

Face-to-face part of the course consists of seven bi-weekly meetings composed of a lecture and seminar. For his/her presence at one whole seminar each student gets 4 points for the participation up to maximum of 20 points. This means two absences don't affect scoring. For each seminar, a preparation mainly in form of reading is required. Obvious failing to prepare for the seminar may result in deduction of some awarded points.

Bi-weekly homework tasks

You are required to read/watch assigned resources in between the bi-weekly meetings. On the basis of these resources you are requested to write short homework (**never exceeding two pages**), usually in a form of an essay reflecting the topic and/or resources for the next meeting. There are six homework tasks, each scored up to 10 points on the basis of quality. Failing to meet the deadlines results in zero points awarded. Each student may decide to re-work up to two homework tasks in order to get a better score.

Quality of contribution to final group discussion.

At the end of the term, group discussions of max. 4 students and the lecturer are held. You are expected to contribute to the discussion related to topics of the course. You will be awarded up to 20 points on the basis of your activity and the quality of your arguments used in the discussion.

Workload composition

5 credits equal to 150 hours of work. This is made up from:

- 25 hours of direct teaching (3h x 7 weeks + consultations and examinations)
- 50 hours of reading/watching resources and preparation for course meetings
- 60 hours of work on homework tasks (6 x 10h)
- 15 hours of preparation for final group discussion

Grading

Score	Mark
91 – 100 points	A – Excellent
82 – 90 points	B – Excellent
73 – 81 points	C – Very Good
64 – 72 points	D – Very Good
55 – 63 points	E – Good
54 or less points	F – Fail

Course Schedule Dates and topics of the meetings (preliminary, subject to change)

	Date	
1.	Feb 22	The Environment: From relatively stable and predictable to volatile, uncertain, complex and ambiguous world.
2.	Mar 1	The People we Serve: From selecting measures of human well-being from the point of view of policy-makers to understanding human development from the point of view of a diversity of citizens.
3.	Mar 15	The Way of Management: From products to services.
4.	Mar 29	The Nature of Public Organisations: From simple tasks in complex organisations with top down hierarchies to complex tasks in simple organisations with self-steering.
5.	Apr 12	Motivation of Staff: From stress on external motivators to creating environment that keeps internalised motivation of people.
6.	Apr 26	Accountability: From accountability overload to accountability for learning.
7.	May 10	Metagovernance: From looking for best practice to thinking about our thinking about governance.
	May 24 (tbc)	Final group discussions