

Proseminar: Essentials of Public and Private Management

Core Course for the MBA/MA Program in Government and for the Public Management Program

470.695.80

Course and Instructor Information

Course Number:

470.695.80

Term Year: Spring 2021

Instructor Information

Instructor: Thomas H. Stanton

Telephone Number: (202) 965-2200

Email Address: tstan77346@gmail.com

Office Hours: upon request

Course Information

Class Times: Wednesday evenings 6pm-8: 15 pm. This course will be taught virtually.

Course Description:

This is a core course for the MBA/MA program in Government and for the Public Management program. The purpose of the class is to help equip students to operate effectively in both the public and private sectors. The class will cover three major topics: (1) an overview of public and private organizations, with special attention to their differing missions, capabilities, and environments, (2) a survey of important relationships between the public and private sectors, and (3) the need for improved coordination between the public and private sectors to achieve important public purposes. The theory of this course is that managers must understand the nature of the organizations for which they work and those with which they interact. One key issue permeating some government agencies is the question how leaders can link their policy intentions to the way they manage the organizations they are responsible for. Another is the need for collaboration across organizations to address problems that spill across organizational boundaries.

The relationship between public and private plays itself out in many ways. Decisions made by governmental organizations may have enormous consequences for the private sector. For example, some private parties may benefit from government regulations while others bear the burdens. Private contractors and other third parties carry out governmental tasks. Government agencies are often urged to be more “business-like” in their delivery of services. The impact of

COVID on public management is not yet clear: some agencies can use expanded digital capabilities to provide their services more effectively, while the growing federal debt at some point may lead to significant budget constraints on their operations.

The MBA/MA program in Government takes account of the fact that many people, especially in Washington, move between the public and private sectors or work for a variety of nonprofit organizations. These include thousands of federal civil servants and appointees who come from or leave to join the private sector. Staff on Capitol Hill must seek to help legislate for both sectors.

Course Structure

Students will be expected to produce a research paper on an approved topic relating to (1) a crosscutting theme relating to public-private relations; (2) government-private relations with respect to a particular private organization or activity, or a federal department, agency or instrumentality; (3) lessons learned about collaboration by two or more organizations to address a major problem; or (4) how public organizations can carry out their missions despite operating in a constantly changing environment. While this course does not focus on state and local governments, students are invited to write papers focusing on these if they wish. Students will be encouraged to make the course an interactive one and to share their personal knowledge of public and private institutions in the context of the issues discussed.

Within the first two weeks of class, please submit a one-paragraph abstract of your proposed paper topic for discussion with the instructor and approval. On March 17 please submit a 5-page statement of facts that the class will need to understand the context for your paper's topic. On March 24 be ready to discuss in class the analysis you are conducting on your paper topic in class and receive feedback. Papers are due on the last day of class, May 12.

Textbook/s

The following texts are required for this course:

- Jim Collins, *Good to Great* (HarperBusiness, 2001; ISBN 0-06-662099-6)
- Jackson Nickerson and Ronald Sanders, eds., *Tackling Wicked Government Problems* (Brookings Institution Press, 2014; ISBN 978-0-8157-2507-7)
- Ira Goldstein, *The Federal Management Playbook: Leading and Succeeding in the Public Sector* (Georgetown University Press, 2016; ISBN 9781626163812)
- Thomas H. Stanton, *American Race Relations and the Legacy of British Colonialism* (Routledge, 2020; ISBN 9781000053111, epub)

Additional readings will be provided, as indicated in the Course Schedule.

Specific Technology Requirements & Skills for this Course

This course requires the use of a computer that can connect visually and by audio via Zoom without lapses.

Course Schedule, Topics & Readings

I. Introduction and Overview of the Course

January 27

Introduction: Overview of the course and its concepts; Introduction to organizational forms, the legal framework of public and private, and differences between public and private organizations and activities. Introduction to the course paper; Discussion of topics that the course should cover to meet student needs and interests; Overview of effects of COVID-19 and other current issues affecting public and private organizations.

Note: Begin reading Jim Collins, *Good to Great*, chapters 2-9, which we will discuss on February 10.

II. Managing Public and Private Organizations

February 3

Managing Complex Situations

Readings for February 3: ADM Thad Allen, “Managing Complexity in a Changing World,” 2017; Chapters 1, 2, 5, and 6 in *Tackling Wicked Government Problems*, 2012.

February 10

Effective Management: Taking the Long View

Readings for February 10: Jim Collins, *Good to Great*, chapters 2-9.

February 17

The Financial Debacle and Lessons for the Public and Private Sectors.

Readings for February 17: Sahlman, “Management and the Financial Crisis,” 2009; and Stanton, “Constructive Dialogue and ERM: Lessons from the Financial Crisis,” 2015; “Goals Gone Wild,” 2009; Norris, “Banks Again Avoid Having Any Skin in the Game, 2014”; Stanton, “The Importance of Legitimacy in the Government’s Response to the Financial Crisis,” 2009.

February 24

Enterprise Risk Management (ERM), risk management and the dynamics of downsizing; past federal experience with downsizing; privatization of government activities, organizations, and assets.

Readings for February 24: Stanton, “An Agency Guide for ERM Implementation,” 2017; Stanton, “Risk Management and the Dynamics of Downsizing,” 2012; Flaherty, “Government official says he warned against family separations,” 2019; Hodge, “Learning from Corporate Collapse,” 2019; Laris, “Long before the MAX disasters, Boeing had a history of failing to fix safety problems,” 2019; Norman Marks, “Risk and the United Airlines Fiasco,” 2017.

March 3

When risk management fails: managing a crisis

Readings for March 3: “The 2010 Gulf Oil Spill and the 2005 Hurricane Katrina Response,” Chapter 4 in *Tackling Wicked Government Problems*, 2012; Linden, “Sexual Assault at UVA: 4 Lessons in Crisis Leadership,” 2015; Tulsa and Charlotte Police Shootings, 2016; Clearfield and Tilcsik, “How to Prepare for a Crisis You Couldn’t Possibly Predict,” 2018;; McKinsey, *When nothing is normal: Managing in extreme uncertainty*, 2020; Thomas and Sheikh, “Estimates Fall Short of F.D.A.’s Pledge for 1 Million Coronavirus Tests,” 2020.

III. The Importance of Law in Shaping Public and Private Organizations

March 10

The Constitution of the United States; the different laws applying to public and private organizations; the tension between efficient governmental institutions and democratic government under the Constitution.

Readings for March 10: The Constitution of the United States; Graham Allison, “Public and Private Management: Are They Fundamentally Alike in all Unimportant Respects?”; Francis Fukuyama, “America in Decay”; and Alasdair Roberts, “How American Democracy Learns from Crisis.” OPTIONAL: Weiss, “Scalia: Korematsu was wrong, but 'you are kidding yourself' if you think it won't happen again,” (2014);

Jacobson v. Com. of Massachusetts (U.S. S.Ct., 1905).

March 17

History of American race relations and the importance of public management in ensuring the Rule of Law

Readings for March 17: Stanton, *American Race Relations and the Legacy of British Colonialism*, 2020.

By March 17, Students should distribute to the class the 5-page summary of facts for their papers.

March 24

The long class, from 4:00 pm to 8:30pm: Student presentations and discussion of research papers. About five presentations will be discussed each hour. Students are invited but not required to attend any segment other than the hour when they present their preliminary research and receive feedback.

IV. Spectrum of Organizational Forms: What is Public? What is Private?

Managing public and private organizations: what is the difference in factors such as leadership, staffing, organizational discipline, transparency, strategic focus, developing partnerships across organizational boundaries, and adopting and maintaining a values-based organizational culture?

March 31

Government departments and agencies: their missions, capabilities, and environments. The federal budget process. The problem of hollow government, the legal attributes of red tape, and the strategic dilemma of government in trying to balance doing good with doing well. Types of Governmental Institution: Executive departments and agencies, independent agencies, government corporations; Strengths and limitations of the various forms of institution and the distinctive provisions of law that shape their activities.

Readings for March 31: Trinkka, “Building a Culture of Executive Collaboration,” Chapter 9 in *Tackling Wicked Government Problems*, 2012; Stanton, “Moving Toward More Capable Government: A Guide to Organizational Design”; Manns,

“Reorganization as a Substitute for Reform” (2002); *Melcher v. Federal Open Market Committee*, 644 F.Supp. 510 (D.C.D.C., 1986).

April 7

Managing a government agency: lessons

Readings for April 7: Selections (to be determined beforehand) from Ira Goldstein, *The Federal Management Playbook*, 2016.

April 14

SPRING BREAK

V. Relations Between the Public and Private Sectors

April 21

Private organizations: their missions, capabilities, and environments. Differences among organizational types: investor-owned companies, cooperatives, nonprofits.

Readings for April 21: *Dodge v. Ford Motor Co.*, 170 NW 668 (Mich., 1919); Nelson Schwartz, “Route to Air Travel Discomfort Starts on Wall Street,” 2017; Porter, “Prisons Run by CEOs? Privatization Under Trump Could Carry a Heavy Price,” 2017. OPTIONAL: Sawhill and Williamson, “Mission Impossible? Measuring Success in Nonprofit Organizations,” 2001; Lecy and Searing, “Anatomy of the Nonprofit Starvation Cycle: Falling Overhead Ratios in the Nonprofit Sector,” 2015.

April 28

Regulation: government involvement in setting the rules for private sector activities. Economic Regulation (the SEC, FTC, FCC, Utilities Regulation, Antitrust, etc.); Protective Regulation (Environment, Health, Safety, etc.)

Readings for April 28: Stanton, “Leverage and the Regulatory Process,” 2014; Achenbach, “U.S. lettuce industry, wary of E. coli, wants FDA back on the job,” 2019; Eilperin and Dennis, “White House presses automakers to back fuel-efficiency rollback,” 2019; Kitroeff and Gelles, “Before Deadly Crashes, Boeing Pushed for Law That Undercut Oversight,” 2019; Bunge and Haddon, “Cattle Ranchers Fight Back Against Fake Meat,” 2019; Romm, “The agency in charge of policing Facebook and

Google is 103 years old. Can it modernize?"

May 5

Contracting out. The impact of government contracting on the missions, capabilities, and environments of private organizations contracting with government; structuring contract relationships.

Readings for May 5: Daniel Gordon, testimony, 2011; Steven Pearlstein, "Lifeguard's Ordeal is Parable about Outsourcing," 2012; Lipowicz, "Coast Guard to end Deepwater program," 2012; Military Times, "Army Says No to More Tanks, but Congress Insists," 2013; "Big Dig," 2006; "Learning from the Big Dig," 2006; "Contractor Identifies New Problems with Phase 2 of the Silver Line," 2019.

VI. How the Public and Private Sectors Together can Address a Complex Problem

May 12

Overcoming the Legacy of Our Plural Society: Roles of Public and Private Organizations

Readings for May 12: McKinsey, "Economic Impact of Closing the Racial Wealth Gap," 2019; OPTIONAL SKIM: Trounstine, "Segregation and Inequality in Public Goods," 2016.

PAPER CRITERIA

1. Well Focused Research Topic
2. Clarity of Organizational Analysis
3. Identification of Relevant Issues
4. Analysis of Stakeholder Interests
5. Depth of Analysis of Operational and Structural Issues
6. Quality of Research Sources

NOTE: Students also will be graded on the quality of class participation

The course grade will be the average of the grades for each criterion.

This course will follow the [Advanced Academic Programs Grading Policies](#).

Evaluation and Grading Policy

In the table below, you will find a brief description of the various course requirements including assignment weights.

Course Requirements	Assignment Value
<p>Final Paper : Students will be expected to produce a research paper on an approved topic relating to (1) a crosscutting theme relating to public-private relations; (2) government-private relations with respect to a particular private organization or activity, or a federal department, agency or instrumentality; (3) lessons learned about collaboration by two or more organizations to address a major problem, or (4) how public organizations carry out their missions despite operating in a constantly changing environment. .</p>	92 percent value
<p>What Makes a Paper Strong? A strong paper looks at a situation (organization, event, interorganizational relationship, etc.), helps to explain the deeper meaning (e.g., why an event occurred or why outcomes of a program are or are not effective), and derives lessons for other situations. In deriving lessons, strong papers take account of both policy and political circumstances.</p>	
<p>Students will share their statement of research facts on March 17 and present their preliminary research findings on March 24; final papers will be due on May 12, the last day of the course.</p>	
<p>Course Engagement: You are expected to have an active presence in course discussions, and complete course activities as noted in the assignment guidelines to maximize your learning. Participation in activities should be consistent, of high quality, and reflect both a high level of academic thinking and your own personal perspectives, opinion, and ideas.</p>	8 percent value
<p>Total</p>	100%

Course Learning Objectives

When you successfully complete the course, you will be able to:

- C1 Assess the dynamics of relationships between the public and private sectors
- C2 Analyze approaches to improving coordination between the public and private sectors to achieve important public purposes
- C3 Evaluate public and private organizations, with respect to their differing missions, capabilities, and environments

Appendix A: Relevant Course and University Policies

Course Policies

Course Protocols and Getting Help

Assignment Feedback

I will aim to provide an evaluation of your final paper to you in 1-2 weeks. You will receive detailed feedback by e-mail.

Changes to the Course

I will let you know about any changes to the course at least one week before they go into effect.

Email Communication

Feel free to contact me with comments, questions, and concerns.

I will try to respond promptly to your Email messages

University Policies

General

This course adheres to all University policies described in the academic catalog. Please pay close attention to the following policies:

Academic Conduct

All JHU students assume an obligation to conduct themselves in a manner appropriate to the Johns Hopkins University's mission as an institution of higher education and with accepted standards of ethical and professional conduct. Students must demonstrate personal integrity and honesty at all times in completing classroom assignments and examinations, in carrying out their fieldwork or other applied learning activities, and in their interactions with others. Students are obligated to refrain from acts they know or, under the circumstances, have reason to know will impair their integrity or the integrity of the University. Students and faculty in Advanced Academic Programs are required to adhere to the academic integrity guidelines and process laid out in the [Graduate Academic Misconduct Policy](#). Refer to the website for more information regarding the academic misconduct policy.

Ethics & Plagiarism

JHU Ethics Statement: The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor.

Read and adhere to JHU's [Notice on Plagiarism](#).

Copyright Policy

All course materials are the property of JHU and are to be used for the student's individual academic purpose only. Any dissemination, copying, reproducing, modification, displaying, or transmitting of any course material content for any other purpose is prohibited, will be considered misconduct under the [JHU Copyright Compliance Policy](#), and may be cause for disciplinary action. Specifically, recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes or for compensation.

Students with Disabilities

Johns Hopkins University is committed to providing reasonable and appropriate accommodations to students with disabilities. Students with documented disabilities should contact the coordinator listed on the [Disability Accommodations](#) page. Further information and a link to the Student Request for Accommodation form can also be found on the [Disability Accommodations](#) page.

Dropping the Course

You are responsible for understanding the university's policies and procedures regarding withdrawing from courses found in the current catalog. You should be aware of the current deadlines according to the [Academic Calendar](#).

Getting Help

Contact your instructor at the email address listed in the syllabus.

Title IX Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe and inclusive learning environment on our campus. I also have mandatory reporting responsibilities related to my role as a Responsible Employee under the Sexual Misconduct Policy & Procedures (which prohibits sexual harassment, sexual assault, relationship violence and stalking), as well as the General Anti-Harassment Policy (which prohibits all types of protected status based discrimination and harassment). It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information that I learn of regarding sexual misconduct, as well as protected status based harassment and discrimination, with the Office of Institutional Equity (OIE). For a list of individuals/offices who can speak with you confidentially, please see Appendix B of the [JHU Sexual Misconduct Policies and Laws](#).

For more information on both policies mentioned above, please see: [JHU Relevant Policies, Codes, Statements and Principles](#). Please also note that certain faculty and other University community members also have a duty as a designated Campus Safety Authority under the Clery Act to notify campus security of certain crimes, as well as a duty under State law and University policy to report suspected child abuse and/or neglect.

Diversity

Johns Hopkins is a community committed to sharing values of diversity and inclusion in order to achieve and sustain excellence. We firmly believe that we can best promote excellence by recruiting and retaining a diverse group of students, faculty, and staff and by creating a climate of respect that is supportive of their success. This climate for diversity, inclusion, and excellence is critical to attaining the best research, scholarship, teaching, health care, and other strategic goals of the Health System and the University. Taken together these values are recognized and supported fully by the Johns Hopkins Institutions leadership at all levels. Further, we recognize that the responsibility for excellence, diversity, and inclusion lies with all of us at the Institutions: leadership, administration, faculty, staff, and students.

For more information on JHU's commitment to diversity, please visit the [Diversity at JHU](#) website.

Student Conduct Code

The fundamental purpose of the Johns Hopkins University's (the "University" or "JHU") regulation of student conduct is to promote and to protect the health, safety, welfare, property, and rights of all members of the University community as well as to promote the orderly operation of the University and to safeguard its property and facilities. As members of the University community, students accept certain responsibilities which support the educational mission and create an environment in which all students are afforded the same opportunity to succeed academically.

For a full description of the code please visit the [Student Conduct Code](#) website.

Course Evaluation

Please remember to complete an online course evaluation survey for this course. These evaluations are an important tool in the ongoing efforts to improve instructional quality and strengthen programs. The results of the course evaluations are kept anonymous – your instructor will only receive aggregated data and comments for the entire class. An email with a link to the online course evaluation form will be sent to your JHU email address close to the end of the semester.