

PA 317: Systems Analysis and Strategic Management

Spring 2013

4:05 to 7:00 pm

Mondays

457 Waterman

Instructor: Christopher Koliba, Ph.D.
Office: 103 Morrill Hall
Phone: (w) 802-656-3772; (h) 802-244-4927
Email: ckoliba@uvm.edu

Office hours: In the office most weekdays and available for discussions by phone most evenings as well.
Email or call to make an appointment

Most contemporary theories of management assert the need for leaders to be able to see and understand the meta-level dynamics unfolding within and around their organizations. Thus, effective leaders are to possess a “situational awareness” of the complex, oftentimes, adaptive systems within which their organizations operate. Increasingly, public managers, non-profit leaders and policy makers are faced with “wicked problems” that contribute to chronic, often times intractable, dilemmas. These kind of problems are the most difficult to strategize around. By applying complexity, network and systems analysis to the study of organized responses to wicked problems, we may be able to essentially “harness complexity” in such a way as to generate effective results. This means that effective leaders must be attentive to the inputs (human, social, financial, political, cultural, knowledge, and physical capital), the processes (inter & intra-organizational and inter-personal dynamics), the outputs (the tangible measures and product of collective action) and the outcomes (the long term goals and objectives) associated with their environments. In addition, effective leaders understand the broader environmental factors that impact their organizations. These external factors may include: market trends, funder priorities, policy developments, etc.

This course combines systems and network analysis with organizational learning theory and practices to provide students with a heightened capacity to analyze and effectively operate in complex organizations and networks. The architecture for the course is grounded in many of the fundamental conceptual frameworks found in network, systems and complexity analysis, as well as some of the fundamental frameworks employed within the public administration and policy studies fields.

Two overarching learning competencies drive this class. They are:

- 1.) As a result of completing this course, students will gain the capacity to describe, analyze and design complex networks organized to achieve specific policy functions.
- 2.) As a result of completing this course, students will gain the capacity to diagnose when and how specific network management skills, attitudes and knowledge are to be employed to achieve specific aims.

As an elective of the MPA Program, this course will also support students in meeting or mastering the following learning competencies:

Capacity to understand accountability/ democratic theory
Capacity to understand the governance structures of government, non-profits and for-profits
Capacity to identify and eventually manage public, private, non-profit collaboration/overcome conflicts
Capacity to understand and apply administrative authority (top down/bottom up/lateral)
Capacity to apply knowledge of system dynamics in PA practice
Capacity to understand political theory & practice
Capacity to understand and apply policy streams, cycles, systems foci upon past, present and future policy issues
Capacity to engage in and eventually lead strategic planning
Capacity to understand and apply sound performance measurement & management practices
Capacity to understand and apply organizational learning & development principles into practice
Capacity to undertake high quality oral & written communication
Capacity to understand the value of coalition & team building
Capacity to directly or indirectly utilize information systems/technology in PA practice

A GRADUATE SEMINAR

The course will operate as a graduate level seminar in which you are expected to take on major responsibilities for leading and stimulating class discussion relating to the readings and assignments at hand. I assume that as adult learners, you will have a wealth of personal and professional experiences to reference in class discussions and written assignments.

As the instructor, I understand my role to be: 1.) a facilitator who is responsible for keeping us on track; 2.) an expert in the field of public administration and public policy who humbly recognizes the limitations of his own knowledge; and 3.) as an evaluator of your progress toward achieving course objectives.

Each class will begin with check-ins at which time you and your colleagues will have an opportunity to pose questions concerning course expectations and assignments. If you anticipate missing class, please let me know. Excessive absences will jeopardize your success and ultimately, your grade.

Texts

The following texts are required for this course and can be purchased at the UVM Bookstore:

Koliba, C., Meek, J. and Zia, A. (2010). **Governance Networks in Public Administration and Public Policy**. New York: Taylor & Francis.

Koontz, T., Steelman, T., Carmin, J., Korfmarcher, K., Moseley, C. and Thomas, C. (2004). **Collaborative Environmental Management: What Roles for Government?** Washington, DC: Resources for the Future.

Frederickson, D. and Frederickson, G. (2006). **Measuring the Performance of the Hollow State**. Washington, D.C.: Georgetown University Press.

Nelson, H.G. and Stolterman, E. (2012). **The Design Way: Intentional Change in an Unpredictable World. Second Edition**. Cambridge, MA: MIT Press.

A large number of readings are posted on the course Blackboard site.

Class Assignments

- A. Weekly class assignments** **34% of grade**
Conceptual models of three different cases; small exercises and assignments (usually something will be due each week). Where noted, students will be asked to post on the class discussion board. This includes class participation.
- B. Open governance project** **33% of grade**
Details of this project will be provided in class. This is a team project.
- C. Individual governance network case study** **33% of grade**
Students will report on the progress of these projects over the course of the semester, culminating in a final formal presentation during the last day of class, and a final written report due May 6, 2013. The final grade will be comprised of an evaluation of the presentation and the final written document. The final report should be within the 10 to 12 page (2x spaced) range and should include some visuals.

Using Proper Citation Methods

Every year I find students struggling to adopt consistent and thorough citation methods. In the world of administrative practice not a great deal of attention is paid to ensuring that credit for material be given to the appropriate places. However, in academia we are deeply concerned with ascribing credit to those who created the original material. Knowledge is only advanced on top of the foundations built by others. As graduate students you are expected to fully reference the material you draw on within your analysis. Unless specified to do so otherwise, I expect you to provide accurate and full references for all material. If you directly quote a source (and I will expect you to do so), then you need to provide a page reference as well. You must either follow APA that uses an embedded reference method: (author's last name, year of publication, page number if applicable) or a Chicago style footnote style. In both cases a full citation of the reference must be provided in an attach bibliography (as in APA) or within a footnote.

Student Learning Accommodations

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact ACCESS, the office of Disability Services on campus. ACCESS works with students to create reasonable and appropriate accommodations via an accommodation letter to the

professor as early as possible each semester. To contact the ACCESS office: A170 Living/Learning Center; 802-656-7753; access@uvm.edu <<mailto:access@uvm.edu>>; www.uvm.edu/~access/

Sequence of Topics/Themes

January 14:	Wicked Problems and the New Governance Era
--------------------	---

Read:

- Koliba, Meek, & Zia (2010): Introduction & Chapter 1
- Koontz et al. (2004): Chapter 1
- Nelson and Stolterman (2012): Prelude

Lecture:

- Wicked problems and complex governance

Due:

- Identify a wicked problem to discuss in class.

January 21:	MLK Day -- off
--------------------	-----------------------

January 28:	Visualization & Design
--------------------	-----------------------------------

Read:

- Koliba, Meek, & Zia (2010), Chapter 7
- Nelson and Stolterman (2012), I The First Tradition; The Ultimate Particular; Service

Blackboard:

- Gammock et al. (2007): Chapters 0 & 1
- North and Macal (2007): Chapter 3

Lecture:

- Visualization and situational awareness

Due:

- Go to the following website: <http://www.visualcomplexity.com/vc/index.cfm?all=yes>
Select a concept map to explore and explain, briefly, to the class. Describe how the map's components are arranged and what interests you about it.
- Then go to the following website: http://www.visual-literacy.org/periodic_table/periodic_table.html#
Select two visual displays to present to the class and try to identify examples to illustrate them.

February 4:	Complexity Theory, Science and Models
--------------------	--

Read:

- Nelson and Stolterman (2012): Systemics; The Whole

Blackboard (Read 3 of these, summarize and present on one):

- Axelrod and Cohen, (1999): Introduction to "Harnessing Complexity"

- Gammock et al., (2007): Chapter 8
- North and Macal (2007): Chapter 4
- Johnson (2001): Chapter 2
- Snowden and Stanbridge (2004): “The landscape of management: Creating the context for understanding social complexity”
- Wheatley (2006): Chapter 2

Lecture: Thinking about complexity

Due: Provide a one page summary of the reading on complexity that has been assigned to you.

February 11: Describing Governance Networks
--

Read:

- Koontz et. al. (2004): Chapter 8
- Koliba , Meek & Zia (2010): Chapter 3, 5, 6
- Koontz et al. (2004): Chapter 6 or Frederickson & Frederickson (2006), Chapter 8 (half the class will read each)

Blackboard:

- Center for Technology in Government (2012): The Dynamics of Opening Government Data: A White Paper

Lecture: Developing a conceptual model of a governance network: Examples from watershed management, transportation management and energy distribution

Due: Identify a type of governance network that interests you and informally discuss it (in anticipation of your final project).

February 18: Networks and Systems Logic
--

Read:

- Koliba , Meek & Zia (2010): Chapter 2, 4

Blackboard:

- Easley and Kleinberg (2010): Chapter 2: “Graphs”
- Schuller et al.: “Social Capital: A Review and Critique”
- Meadows (2008): Thinking in Systems

Due:

Develop a conceptual model using the template provided in class for one of these cases:

- Koontz et al., (2004), Chapters 7 or Frederickson & Frederickson (2006), Chapter 6

Guest presenters: Drake Turner: Food systems networks;
Steve Schienart: Emergency management networks

February 25: Collaborative Management
--

Read:

- Koliba, Meek & Zia, (2010): Chapter 8

Blackboard:

- Koopenjan and Klijn (2004): “Managing the game”
- Gray (1989): Chapters 1- 3 “The Collaborative Process”
- Rodreguiz et al. (2007): “Governance, Power, and Mandated Collaboration in an Interorganizational Network”
- Sanfey, (2007): “Social Decision-Making: Insights from Game Theory and Neuroscience”

Exercise: Iterated prisoner’s dilemma

Due: Develop a conceptual model using the template provided in class for one of these cases:

- Frederickson & Frederickson (2006), Chapter 7 or Koontz et al. (2004), Chapter 2

March 4: Off—Spring Break

March 11: Open governance project

Meet as a team to work on your open governance project

Due: Reflections on iterated prisoner’s dilemma exercise.

March 18: Communities of Practice

Read:

Blackboard:

- Koliba & Gajda (2009): “Communities of Practice” literature review
- Bilton, (2007): “From Individuals to Processes: Creative Teams and Innovation”
- Roberto (2005): “Why making the decision the right way is more important than making the right decision”
- Synder & Briggs (2004): “Communities of Practice: A New Tool for Government Managers”
- Sanfey, (2007): “Social decision making: Insights from game theory and neuroscience”

Lecture: The community of practice as a unit of analysis and strategic action, examples from public education and municipal government

Due: Develop a conceptual model using the template provided in class for one of these cases:

- Koontz et al. (2004), Chapter 5 or Frederickson & Frederickson (2006), Chapter 4

March 25: Accountability

Read:

- Koliba, Meek & Zia (2010): Chapters 9, 12
- Frederickson & Frederickson (2006): Chapter 7
- Koontz et al. (2004): Chapter 2

Blackboard:

- Bogle (2007): "Democracy in Corporate America"
- Smith and Lipsky, (1993): "Nonprofit governance"
- Sorensen & Torfing (2005): "Democratic Anchorage"
- Mills and Koliba, (2013): Deepwater Horizon paper

Lecture: Accountability, emergency management and water quality.

Due:

- Draft open governance models due. Discuss general observations, taking note for final project presentation and report.

April 1: Performance management
--

Read:

- Frederickson & Frederickson (2006): Chapters 1, 2 & 3
- Koliba, Meek & Zia (2010): Chapter 10
- Nelson and Stolterman (2012): Interpretation and Measurement

Blackboard:

- Gammack et al.: Chapter 12
- Koliba et al. (2011): "Performance Management Considerations in Congestion Management Networks"
- Turrini et al. (2009): "Networking Literature About Determinants of Network Effectiveness"

Lecture: Performance management systems: Congestion management network case study

Due:

- Identify how accountability flows within the context of the governance network that you are studying for your final individual project. Draw on the Koliba et al. "governance network accountability regime" framework to write up a 2 page assessment.

April 8: Strategic management concepts and designs

Read:

- Nelson and Stolterman (2012): Desiderata; Being a Designer

Blackboard:

- Garson: "Human factors in information systems"
- Meadows: "Leverage Points: Places to Intervene in a System"
- Plastrik and Taylor, (2006): "NET GAINS: A Handbook for Network Builders Seeking Social Change"
- Milward and Provan, (2006): "A Manager's Guide to Choosing and Using Collaborative Networks"

Due:

- Identify how performance is construed within the context of the governance network that you are studying for your final individual project. Prepare a one or two page policy brief relative to this question. If PMs are lacking, speculate as to why.

April 15:	Decision support systems, models and tools
------------------	---

Read:

- Nelson and Stolterman (2012): Judgment

Blackboard:

- Gammock, et al.: Chapter 14
- Koliba and Zia, 2013: Policy Informatics
- Excerpts from Johnson, 2012: Future Perfect

Presenters:

- Jessica Ricketson: SWAT study of the Mississquoi Watershed
- Yushoui Tasi: Landuse Transition models

April 22:	Open governance models
------------------	-------------------------------

Due: Team presentation of open governance study. Written analysis

April 29:	Final individual project presentations
------------------	---

Due: Individual student presentations outlining the major findings from their individual projects

May 6:	Final written individual projects due – No class
---------------	---