Syllabus

The Trachtenberg School of Public Policy and Public Administration

Spring, 2016

Course Number: PPPA 6085, Section 15

Course Title: Innovation in the Public Sector

Time and Place: Tuesdays 6:10-8:00pm, 2020 K St, NW, classroom #8

Professor: Patricia McGinnis

MPA Building, 601K

pmcginni@gwu.edu

202-669-2990

Office hours: Tuesday after 2pm by appointment; other times can also be scheduled

Course Overview:

Innovation is a term, derived from the Latin verb, innovare, which means to renew or change.

Public Sector Innovation is change that has impact in the public interest.

In this course, we will look at public sector innovation in four interrelated dimensions:

1. Policy—designing services, products or approaches to improve outcomes for the public (the what);

2. Execution—changing how we manage people, budgets, technology, and other processes and resources to improve outcomes for the public (the how); and

3. Communication—understanding and engaging the people, who, as customers, citizens, employees/colleagues, stakeholders or potential partners (the who), have an important role in the design, management and improvement of public programs.

4. Collaboration—reaching out strategically to develop win-win partnerships across the public and private sectors and with the public to leverage resources and accelerate constructive change.
We will explore real world leadership, management and communications practices by analyzing case studies and current challenges facing the public sector.

The class discussions will be interactive, with guest speakers invited to talk about case examples. Analysis, insights and recommendations will be presented in short memos, individual and team presentations, and a final memo to a public sector leader.

Key elements of Public Sector Innovation to be explored in this course:

- **Leadership** that cultivates, encourages and recognizes creativity, collaboration, evidence based learning from successes and failures, understanding of context, communication and feedback, and accountability for progress and results in the public interest;
- **Management** that translates and implements new ideas and policies through effective, accountable and collaborative actions that are designed to improve performance and results in the public interest;
- **Accountability** for improving performance by testing old and new approaches, assessing what works and what doesn’t (using performance metrics and evaluation of impact), and sharing experience and insights to spread successes and avoid pitfalls.
- **Dynamic Communications** that engage internal and external partners, stakeholders and customers in the design, implementation and evaluation of new approaches to achieve important public goals and to foster learning, renewal and change in the public interest;

At a time when public confidence in the U.S. government is at a low point, Innovation is not the word that comes to mind when most people describe the public sector. On the other hand, survey research has shown that when Americans are reminded of past innovations and successes of government, confidence rises and the potential for future innovation and impact seems possible.

Consider the text of an ad, which was placed in the Wall Street Journal a few years ago by the Ford Foundation’s Innovation in American Government Program:

*They invented the internet...they cleaned up our air and water...they set the standards for safety in air travel... they decoded the human genome...they made sure our children were immunized.*

*Where can you buy shares in a company like this?*

*You can’t because it’s already yours.*

*It’s your federal, state and local government.*
And, across the globe, especially in developing countries, the challenges require innovative policies, management, communication and collaboration to make significant improvements in the lives of people served.

So, what does it take to innovate in the public sector? What can we learn from a variety of approaches and examples? What is the role of innovation in the public sector to meet the challenges ahead?

Objectives of this course are to:

• Examine leadership and a variety of tools and approaches to innovation in the public interest and frameworks for their effective use;
• Analyze and discuss illustrative case examples of the development and implementation of innovative ideas and approaches in the public sector;
• Apply concepts and insights through interactive class discussions, short memos, individual and team presentations, and a final memo to a public sector leader.

Student Outcomes:

The course is designed to encourage and enable you to:

• Think imaginatively and strategically about public problems and solutions;
• Work collaboratively as part of a team;
• Analyze issues, problems and solutions based on facts, trends and evidence;
• Understand the importance of context in leading, managing and communicating effectively in the public arena;
• Write succinct, clear memos and communicate effectively through interactive class discussions, individual and team presentations;
• Understand how to hold yourself and your colleagues accountable for progress and results in the public interest;
• Develop your potential to be a successful public entrepreneur.

Course Requirements and Grading:

• Short memos: Individuals will develop several short 2-3 page memos on course topics. The purpose of the memos is to sharpen writing and analytic skills. Memos will analyze concepts or problems and apply the leadership and innovation tools and approaches in the readings, with specific examples of how they can be used in real life situations.
• **Class participation:** Overall class participation will be an important part of the assessment. Students must prepare for class and actively participate during class. A downward adjustment in grades may be made if a student misses a significant number of classes or fails to actively participate in discussions.

• **Team exercises:** The class will be divided into several teams to lead class discussions on case examples or course topics. Each team that leads a discussion of a case study will also submit a 4-6 page written case analysis. Team members will be given feedback from classmates and graded on the content of the presentation and the degree of class involvement in the discussion. More detail on team case study presentations and memos will be provided.

• **Final Memorandum to a leader of a government or nonprofit organization:** Each student will write a 10-15 page memorandum to the leader of a government agency or a non-profit organization. The memo will analyze a significant problem or challenge the organization faces and propose an innovative approach or solution. Students will make short oral presentations of their memoranda at the end of the semester. A short write-up of your topic for the final memo is to be submitted to me half way through the semester. More detail on the final memo, oral presentation and short write-up will be provided.

Your final grade will be based on class participation, short and long written assignments and oral presentations. I will be using the +/- grade system.

- Short Memos 20%
- Team Case Analysis* 20%
- Final Memorandum* 40%
- Overall Class Participation 20%

*Final memorandum and team case analysis to be assessed half for oral presentation and half for written presentation.

**Readings:**

The books listed below are required for the course. In addition, you will be reading several Harvard case studies and other articles that will be provided electronically.


Harvard case studies:

Link to Harvard coursepack (to purchase at discount prices and download cases):

https://cb.hbsp.harvard.edu/cbmp/access/43443578

**Team 1:** Ashoka: Innovation for the Public (Stanford Business School Case SM203); Building Strong Partnerships at the Inter-American Development Bank (Case 9-616-004); Digital Opportunity Trust’s Business for Social Enterprise (Case W13171)

**Team 2:** Moving to Universal Coverage: Massachusetts Health Care Reform (Harvard Business School case 712466); Performance Management for Health in Washington State (case 1994.0); Transforming Arizona’s Health Care System: Developing and Implementing the Health-e Connection Roadmap (Case 9-808-072)

**Team 3:** Assertive Policing, Plummeting Crime: NYPD Takes on Crime in New York City (Harvard Kennedy School Case C16-99-1530.0); Assertive Policing, Plummeting Crime, epilogue (case C16-99-1530.1); Revisiting Gang Violence in Boston (Case C16-07-1887.0); Going It Together: Coventry’s Community Safety (Case 1831.0)

Class Schedule and Assignments (more information to be provided on Blackboard):

**Session 1, January 12**

**Introductions and Course Overview**

We will introduce ourselves and discuss our leadership experiences, insights, goals for the course, team assignments and the readings.

**Readings:** John Gardner, “On Leadership” pp 1-23 and selected articles on innovation to be posted on blackboard.
Assignment: Please be sure to e-mail your resume and your response to the student questionnaire (to be posted on blackboard) to pmcginni@gwu.edu by 5:30 pm on January 11.

Session 2, January 19

New Players and Technology to Accelerate Innovation


Assignment: Short (2-3 page double spaced memo) to me on the most valuable takeaways from Wavemakers and Disruptive Technologies and in depth summary of one example from the reading. Please email short memo to me by 6pm on the day before class.

Session 3, January 26

Innovative Private Sector Models and Practices for Public Benefit

Reading: Eggers and Macmillan, pp. 79-168

Assignment: Be prepared for in-class team and class discussions of the business models and practices, with examples from the reading or from your observation or experience.

Session 4, February 2

Collaboration to Create Ecosystems for Innovation and Strategies/Roles to spur a Solution Revolution

Reading: Eggers and Macmillan, pp. 170-238 and appendix

Assignment: Be prepared for in-class team and class discussions of strategies and roles with examples from the reading or from your own observation.

Session 5, February 9

The Discipline of Innovation in Challenging Times

Reading: Collins, Great by choice, pp. 1-149
Assignment: Short memo (2-4 pages) on *Great by Choice* with the most valuable takeaways from the books and how they can be used by public sector leaders and managers, including you. Short memo due by 6pm the day before class.

Session 6, February 16

**Team Led Discussion of Case Studies on International Development**

**Reading:** Ashoka, Inter-American Development Bank and Digital Opportunity Trust case studies

**Assignment:** Team 1 memo and presentation followed by class discussion.

Session 7, February 23

**Importance of Context**

**Reading:** Nye, *The Powers to Lead*, pp 1-145

**Assignment:** Be prepared to discuss the key concepts in the book, including hard power, soft power and smart power; transformational v. transactional leaders; and good leadership (effective and ethical) v. bad leadership.

**Speaker:** Herb Ziskind, Director of Public Policy and Director of the Rise in the Rest Investments at Revolution LLC, founded by Steve Case in 2005, to discuss the role of disruptive technologies in public sector innovation.

Session 8, March 1

**Team Led Discussion of Case Studies of Health Care Reform**

**Reading:** Massachusetts, Washington State and Alameda County, California case studies

**Assignment:** Team 2 memo and presentation; class discussion
Session 9, March 8

More Innovation Strategies and Tools

Readings: Articles on strategic planning, backward mapping, benchmarking, performance management and disruptive innovation posted on blackboard.

Assignment: Short memo (2-3 pages) on the value of tools for innovators with examples of how these can be used. Short memo due by 6pm on day before class.

Speaker: Bill Drayton, Founder, Chairman and CEO of Ashoka, featured in Stanford Business School case study presented by Team 1 in Session 6.

No class, March 15 (Spring Break); short write up of final memo topics due March 22

Session 10, March 22

Team Led Discussion of Policing in New York, Boston and Coventry, UK

Reading: NYPD Harvard cases: Assertive Policing, Plummeting Crime: The NYPD takes on Crime in New York City; NYPD Epilogue; Revisiting Gang Violence in Boston; and Going It Together: Coventry Community Safety Partnership

Assignment: Team 3 memo and presentation; class discussion

Session 11, March 29

Communications, Media and Public Perception

Readings: To be posted on Blackboard

Assignment: Be prepared to discuss communications tools and examples and impact.

Session 12, April 5

Tying It All Together: Your Innovation Toolkits

Class Discussion of how you can use the concepts, case examples and other insights from readings and discussions.
Readings: review course readings

Assignment: Preparation of your individual Innovation Toolkits, drawing on course readings and case discussions.

Session 13, April 12
Presentations of final memoranda

Session 14, April 19
Presentations of final memoranda

Final Memoranda are due no later than April 29

Policies in Trachtenberg School Courses

1. Incompletes: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompletes and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit our website for the complete CCAS policy on incompletes.

2. Submission of Written Work Products Outside of the Classroom: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.

3. Submission of Written Work Products after Due Date: Policy on Late Work: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.

4. Academic Honesty Integrity Code: Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For the remainder of the code, see: studentconduct.gwu.edu/code-academic-integrity

5. Changing Grades After Completion of the Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

6. The Syllabus: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester.
7. **Disability Support Services**: Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in the Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: gwired.gwu.edu/dss/

8. **Mental Health Services 202-994-5300**
The University's Mental Health Services offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations confidential assessment, counseling services (individual and small group), and referrals. counselingcenter.gwu.edu/

9. **University Policy on Religious Holidays**
   - Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance.
   - Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.
   - Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities