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George Mason University
School of Public Policy

PUBP 710- 003: Reinventing Government: Studies in Executive Management Reform

Fall Semester 2003	August 27 – December 3	J. T. Hennessey, Jr. Ph.D.
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Class Meetings: This class will be conducted on-line and in scheduled meetings of the seminar. The first two weeks of class meetings are critical to getting started in the course. These class sessions will begin at 7:20 pm in a designated computer lab. All other class meetings, as an entire seminar, as small groups, or as individuals will be agreed on by seminar members and the instructor. The schedule of work during the semester includes seminar and small group meetings while relying on the on-line component for daily and weekly efforts.

Locations for Face to Face Meetings : 0720PM 1000PM Arlington Campus, Room 250

Course Description. With the understanding that the United States can no longer afford to pay more for -- and get less from -- government, reinventing government began in the Clinton administration as both a reform movement and a programmatic effort. **Reinventing Government: Studies in Executive Management Reform** is a graduate seminar designed to examine change in large governmental organizations and the ways in which “reinvention laboratories” were used to facilitate a type of change proposed by the Clinton administration’s “Reinvention of Government” initiative. The final portion of the course attempts to determine what, if any, changes were made in the executive management reform effort with the change in administrations and how change agents may, or may not, have taken advantage of change initiatives.

Conduct of the Course. The course will be conducted in seminar format with an emphasis on the case study analysis. The course begins with a review of “reinvention” as a model for change in the federal, state, and local government, transitions to the application of that change model in analyses of case studies of reinvention initiatives, and concludes with a review of changes since January 2001. The seminar format for the course emphasizes group learning on-line with periodic meetings and presentations in F2F groups.

Course Learning Outcomes. In the course of the term, seminar members should come to understand and appreciate what is required to initiate and sustain change in large bureaucracies, the role of “change agents,” in that type of change, identify how change efforts are supposed to work, and the difference(s) between successful and unsuccessful change activities.

Course Literature. The material for the course is developed from the most recent articles and publications available on management reform. Most are provided on an on-line reference set. Seminar members are encouraged to develop additional source materials.

Additional student requirements.

All students enrolled in the course must be “internet proficient,” have an email account and verify their preferred email address(es) with the instructor prior to the end of the first week of class. Subscription

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to the class website PUBP 710-003 is required and will be accomplished not later than the end of Week 1 (September 5). A user guide for TownHall, the program for all web based class elements, is available at <http://www.irc.gmu.edu/townhall/introduction.asp>

All course work is assigned and all student evaluations performed via the course Web Site or email. Class participation is a combination of "on-line dialogue" during weekly sessions and seminar discussions during F2F meetings.

Evaluation for the Course:

Written work (60%): Two (2) papers on cases developed during the term. Cases may be submitted on the Friday following presentation of the case, but not later than October 22nd (Commentary #1), and December 3rd (Commentary #2). Each paper will be 30% of the total grade. Evaluation criteria for each commentary are found in Appendix #1 to this syllabus.

Class Participation (40%): Individual seminar participation through in-seminar and on-line electronic dialogue. Evaluation criteria for class participation are found as Appendix #2 to this syllabus.

Course Schedule and Assignments

Class Date	Topics and Activities	Reading Assignments
Week 1, Aug 27	First Class Session	Under Development
Week 2, Sep 3	TBD	
Week 3, Sep 10	TBD	
Week 4, Sep 17	TBD	
Week 5, Sep 24	TBD	
Week 6, Oct 1	TBD	
Week 7, Oct 8	TBD	
Week 8, Oct 15	Case Presentations	
Week 9, Oct 22	Case Presentations	
Week 10, Oct 29	TBD	
Week 11, Nov 5	TBD	
Week 12, Nov 12	TBD	
Week 13, Nov 19	Case Presentations	
Week 14, Nov 26	Thanksgiving Break	
Week 15, Dec 3	Case Presentations	

Appendix #1: Evaluation Criteria for Seminar Commentaries.

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Objective Criteria. Each commentary will be presented to the seminar in a scheduled session and submitted electronically not later than midnight, 11:59 pm, on the date due.

Subjective Criteria. Each commentary will address in an organized, coherent way:

1. An understanding of the particular case, its processes, purposes, method, and outcomes.
2. The major obstacles to change and how the organization addressed them.
3. How the specific case did, or did not, illustrate management reform as a “reinvention effort” or other change effort(s).
4. How well the organization achieved, or failed to achieve, its change effort.
5. What the change outcomes for the case were and whether or not any, or all, were achieved.
6. What, if anything, was missing from the change effort that may have increased its usefulness or effectiveness for the agency/department?
7. If the initiative began before 2001, how has the initiative changed since the change in administrations?

Presentation Criteria. No less than five minutes and no more than twelve minutes in the seminar. Any presentation format, paper, PowerPoint, lecture, discussion is acceptable.

Written Criteria. Each commentary will be no less than 8 double spaced pages and no more than 10 double spaced pages of text, excluding references. When there is a question as to the length, the material will be downloaded, formatted with 1-inch margins, 12 point New Roman type, and paginated. Those exceeding or falling below the requirement will be penalized. All work that is below the standards for graduate school composition will be penalized. This includes spelling, grammar, sentence structure and appropriate use of references and citations.

Specificity in covering each of the criterion, using references from the course and material available on each of the cases, is strongly recommended.

Each commentary will receive a single evaluation.

Case Selection. The IBM Endowment for the Business of Government has an extensive library of research materials on change in government. The library is available on line at <http://www.businessofgovernment.org/publications.asp>. Each seminar member must coordinate his/her case selection with the instructor prior to beginning work on the case.

Appendix #2: Evaluation Criteria for Class Participation

In on-line discussions and during seminar meetings, each member must demonstrate that the readings assigned have been read. Discussion initiated by members, or those in which members participate, should be relevant and include references to the assignments. During discussions, seminar members must demonstrate an understanding of the readings, and demonstrate, through dialogue, a sincere effort to understand the presentation of the material by the author(s). Irrelevant, derogatory, or otherwise offensive comments will be severely penalized. It must be remembered that successful dialogue depends upon civil discourse at its highest level.

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Specific guidelines. Participation that includes contributing to at least one of the ongoing discussions each week and initiating a thoughtful discussion each week are the minimum standards for a passing or 80% grade. This means, as a minimum, each member of the seminar will initiate one discussion thread **AND** make one response to a classmate's discussion. Those with higher aspirations will be expected to make considerably greater contributions in each area, or significantly more than one weekly initiated discussion and one response to a classmate. Special credit will be given for innovative methods of continuing, expanding, or elaborating on the dialogue.

Grading Scale:

96 - 100	A
90 - 95.9	A-
85 - 89.9	B+
80 - 84.9	B
70 - 79.9	C