

Western University
Department of Political Science
Local Government Management
Public Administration 9904-003
Winter 2020

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Course Information

Location: Town of Newmarket Operations Centre, 1275 Maple Hill Court

Dates and Times: The course will meet from 9 a.m. to 4 p.m. on Jan. 10, Feb. 7, Mar. 6, Mar. 27, and Apr. 3. Back-up date is Apr. 17. All dates are Fridays.

Calendar Description: Drawing upon theories and research findings in public administration and management, this course examines administrative approaches, issues, and debates arising in local government administration. Students will learn how the complex and unstable environment of public sector organizations produces both challenges and opportunities for public sector managers and will apply insights from the management and public administration literatures to real-world local government settings.

Course Objectives: This course provides an overview of selected research and issues in the field of local government management.

Course Organization: The course will consist of a combination of lectures, student debates, case studies, and class discussions.

Readings and Materials: Students should obtain their own copy of the following books:

Siegel, David. 2015. *Leaders in the Shadows: The Leadership Qualities of Municipal Chief Administrative Officers*. Toronto: UTP.

Spicer, Zachary, Joseph Lyons, and Kate Graham, 2020. *Local Government in Practice: Cases in Governance, Planning, and Policy* – PA 9904-003 Custom Edition. Toronto: Emond, available at <https://www.emond.ca/local-government-in-practice-cases-in-governance-planning-and-policy-pa-9904-003-custom-edition-adobe-digital-edition-ebook-lifetime-access.html>.

All other assigned readings will be available through Western Libraries or the course's OWL site. Assigned reading should be done **Before** the class in which it is to be discussed.

Requirements

1. *Class Participation*. Two items make up the class participation grade:

a. **Attendance and Participation**. You must attend all classes, keep up with the readings, and participate during the case studies and discussions. If you are unable to attend a particular class, you should advise the instructor in advance.

b. **Structured Debates**. You will be required to participate in one structured debate. The debate propositions are posted on OWL. Please e-mail me a ranked list of three propositions that you are interested in supporting by **Thursday, January 2nd at the latest**. I will assign propositions based on these lists. You will be informed of which debate proposition you will be supporting by Friday, January 3rd.

Every debate will feature two differing propositions, with each student speaking in support of their assigned proposition for approximately five minutes. Afterwards, the debate will be opened to the rest of the class. You must also submit **a one-page, point-form summary of your main arguments**. A hard copy of this summary is due immediately before your debate.

The debate propositions are closely related to the assigned readings for the class in which they will be discussed. There is no need to consult additional readings when constructing your arguments, but students are encouraged to bring in appropriate examples from their own experiences.

2. *In-class Assignment: Selected Case Activities*. To be completed during the afternoon session on **Friday, April 3rd**. Further instructions will be given in class.

3. *Final Paper*. Students must submit a 2,500-3,000-word paper by **Monday, April 20th**. You must choose one of the following two options:

a. Under **option one**, students write an essay using one of the assigned debate propositions as their central thesis. Students are encouraged to draw heavily from the assigned readings but will need to consult outside sources as well.

b. Under **option two**, students write an extended book review of *Leaders in the Shadows*. The first section of this essay (no more than one third of the total length) will describe the book's main arguments and summarize the approach taken. The rest of the essay will evaluate the book's approach, arguments, and findings using material from the course. Students should reference **as many relevant course readings as possible**. Students choosing this option are not required to reference sources beyond the assigned readings.

Note: Overdue submissions will be penalized **two percentage points** for each day (including weekends) that the paper is late. Extensions will be granted only if written confirmation of any extenuating circumstances is provided.

Evaluation:

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| 1. Class Participation: | |
| Attendance and Participation | 25% |
| Structured Debates | 10% |
| 2. In-class Assignment: | 25% |
| 3. Final Paper: | 40% |

Note on academic offences and plagiarism:

Scholastic offences are taken seriously, and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Note for students with disabilities:

Please contact poliscie@uwo.ca if you require any information in plain text format, or if any other accommodation can make the course material and/or physical space accessible to you.

Course Schedule and Required Readings

Jan. 10 a.m. Managing in the Public Sector

Readings: Mintzberg, Henry. 2013. *Simply Managing: What Managers Do – And Can Do Better*. San Francisco: Barret-Koehler Publishers, Inc., chapter 3.
Hughes, Owen. 1998. *Public Management and Administration: An Introduction*, 2nd edition. New York: St. Martin's Press, chapter 3.
Denhardt, Robert and Janet Denhardt. 2000. The New Public Service: Steering Rather than Rowing. *Public Administration Review* 60 (6): 549-59.

Jan. 10 p.m. The Role of the CAO and Council-Staff Relations

Readings: Siegel, chapter 1.
Siegel, David. 2015. The “Public Service Bargain” in Local Government: A New Way of Looking at Relations Between Municipal Councils and CAOs. *Canadian Public Administration* 58 (3): 406-425.
Mouritzen, Poul Erik and James Svara. 2002. *Leadership at the Apex: Politicians and Administrators in Western Local Governments*. Pittsburgh: UPP, chapter 2.

Case study: Hiring a CAO.

Feb. 7 a.m. Leadership, Performance, and Inspiring the Next Generation

Readings: Paarlberg, Laurie and Bob Lavigna. 2010. Transformational Leadership and Public Service Motivation: Driving Individual and Organizational Performance. *Public Administration Review* 70 (5): 710-789.
Casey, Lucas and Morgan Vogel. 2019. Preparing for the Next Generation: Profiles on Millennial City Managers and Their Approach to the Job. *State and Local Government Review*
<https://doi.org/10.1177/0160323X19889094>.
Siegel, chapter 2.

Case study: Dealing with Police Salaries.

Feb. 7 p.m. **Policy Implementation, Street-Level Bureaucrats, and Representative Bureaucracy**

Readings: Gassner, Drorit and Anat Gofen. 2018. Street-Level Management: A Clientele-Agent Perspective on Implementation. *Journal of Public Administration Research and Theory* 28 (4): 551-568.
Bradbury, Mark and Edward Kellough. 2011. Representative Bureaucracy: Assessing the Evidence on Active Representation. *The American Review of Public Administration* 41 (2): 157-167.
Siegel, chapter 4.

Case study: Responding to the Recommendations of the TRC.

Mar. 6 a.m. **Ethical Dilemmas**

Readings: Downe, James, Richard Cowell, and Karen Morgan. 2016. What Determines Ethical Behaviour in Public Organizations: Is it Rules or Leadership? *Public Administration Review* 76(6): 898-909.
Schwartz, Robert. 2013. Public Service Morals and Ethics: Thin and Thick Dilemmas in Routine and Critical Situations. In H. George Frederickson and Richard Ghere, eds. *Ethics in Public Management*, 2nd edition. Armonk, NY: M.E. Sharpe, Inc.
Wheeland, Craig. 2013. Gregory C. Smith: A Township Manager Effectively Managing Ethical Dilemmas. *Public Integrity* 15(3): 265-81.

Case study: Blowing the Whistle.

Mar. 6 p.m. **Citizen Engagement and Co-production**

Readings: Timney, Mary. 2011. Models of Citizen Participation: Measuring Engagement and Collaboration. In Cheryl Simrell King, ed. *Government is US 2.0*. Armonk, NY: M.E. Sharpe.
Irvin, Renée and John Stansbury. 2004. Citizen Participation in Decision Making: Is it Worth the Effort? *Public Administration Review* 64(1): 55-65.
Nesti, Giorgia. 2018. Co-production for Innovation: The Urban Living Lab Experience. *Policy and Society* 37 (3): 310-325.

Case study: Constructing A Complete Street Downtown.

Mar. 27 a.m. **Managing Change and Innovation**

Readings: Mitchell, David. 2018. To Monitor or Intervene? City Managers and the Implementation of Strategic Initiatives. *Public Administration* 96(1): 200-17.

van der Voet, Joris, Sandra Groeneveld, and Ben Kuipers. 2014. Talking the Talk or Walking the Walk? The Leadership of Planned and Emergent Change in a Public Organization. *Journal of Change Management* 14 (2): 171-191. Siegel, chapter 6.

Mar. 27 p.m. **Performance Management**

Readings: Hildebrand, Rachel and James David. 2011. Joining Public Accountability and Performance Management. *Canadian Public Administration* 54(1): 41-72.
Wichowsky, Amber and Donald Moynihan. 2008. Measuring How Administration Shapes Citizenship: A Policy Feedback Perspective on Performance Management. *Public Administration Review* 68(5): 908-20. Siegel, chapter 3.

Case study: Privatizing Service Delivery.

Apr. 3 a.m. **Contracting Out and Interlocal Agreements**

Readings: Bel, Germà, Robert Hebdon, and Mildred Warner. 2018. Beyond Privatisation and Cost Savings: Alternatives for Local Government Reform. *Local Government Studies* 44 (2): 173-182.
Siemiatycki, Matti. 2017. "Developing Homeless Shelters Through Public-Private Partnerships: The Case of the Red Door Family Shelter in Toronto." *Journal of Urban Affairs*, <https://doi.org/10.1080/07352166.2017.1368299>. Siegel, chapter 5.

Case study: Negotiating an Inter-Municipal Water Agreement.

Apr. 3 p.m. **In-class Assignment**

Readings: Siegel, chapter 7.