

PSPA 559: Innovation Management in Local Government

Summer 2008

Saturday 9:00-2:00

NIU Founders Memorial Library- Room 340

Professors:

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Course Objectives & Description:

The purpose of the course is to study the meaning and significance of innovations in the public sector and to examine the determinants of the number and success of innovations. More specifically, who drives innovations, why do innovations occur, and what are the community, organizational, political, and management conditions that increase the likelihood of innovation success?

Teaching Philosophy

It is our goal to train graduate students to think critically about the major innovation theories of public administration and to link theory with practice through case studies. We will challenge students to think critically by taking responsibility for and becoming involved in their own learning inside and outside the classroom.

Required Texts:

Light, Paul. 1998. Sustaining Innovation: Creating Nonprofit and Government Organizations that Innovate Naturally. San Francisco: Jossey-Bass.

Rogers, Everett M. 2003. Diffusion of Innovation, 5th Edition. New York: The Free Press.

(This book is available as an E-book from Simon and Schuster for \$11.04. Go to www.simonsays.com and search for the title)

Other required readings are available on Blackboard in Course Documents.

Course Requirements:

<u>Assignment</u>	<u>Points</u>
Praxis papers (3)	30
Book Reviews (2)	30
Team Project—3 parts	
Written report	20
Oral report	5
Individual contribution	5
Participation & attendance	10

Grading:

A = 90-100; B = 80-89; C = 70-79; D = 60 – 69; below 60 = F

Book Reviews:

The two book reviews/reaction papers should each be no longer than three pages, double-spaced, one-inch margins, and 12-point font. In the book review, students are expected to **describe, analyze, and critique the major themes/concepts/theses/theories and bring in other readings from this course as well as relevant cases or experiences in government in order to defend an argument or provide evidence.**

Grades will be based on the following:

- 1) how well the student thoroughly describes the major themes/concepts/theses/theories in the book (30%);
- 2) how well these major themes/concepts/theses/theories are connected to cases or examples in the course readings, notes, lectures, student's professional experience, and current events (20%);
- 3) how well the student analyzes and critiques the major themes/concepts/theses/theories in the book (30%); and
- 4) how reader-friendly is the book review (20%).

A model (exemplary) book review can be found on Blackboard, in a Discussion Board forum titled "Model Written Assignments." At the first class the professors will provide the students with the analytic scale (scoring guide) used by the professors to grade students' book reviews. A copy of the analytic tool can also be found on Blackboard, in Course Documents. Students are encouraged to refer to and complete the assessment tool prior to turning in their book review.

Exams:

There will be **no** midterm or final exam so each student can focus maximum attention on the weekly assignments and the course research project.

Praxis Essays:

Each student is expected to write and present three (3) praxis papers of about two (2) pages (See the Weekly schedule for the Praxis paper due dates) that relate a major idea, theory, or concept from the week's readings to a public administration case, current events, or experience. **All** relevant readings should be brought into the praxis paper.

Each student should use the following format when writing a praxis paper:

- 1) Statement of the question (purpose) in one sentence;
- 2) Thesis statement (one sentence summary of the week's literature that answers the question or addresses the purpose;
- 3) Brief review of the current week's literature related to the thesis sentence and the question;
- 4) Brief description of the case and how the case is related to the question and the literature;
- 5) Explanation of how the literature conforms (or does not conform) with the student's practice/experience (case);
- 6) Brief description of the lessons that can be learned by public administrators.

No late praxis essays will be accepted.

A maximum of one (1) praxis paper will be accepted each week from each student.

Grades will be based on the following:

- 1) the quality of the question (20%);
- 2) the quality of the thesis sentence (20%);
- 3) how thoroughly the author draws upon the week's literature to explain the thesis statement (20%);
- 4) how well the question, thesis statement, and the literature are connected with the case (20%); and
- 5) how reader-friendly is the paper (20%).

At the first class the professors will provide the students with the analytic scale (scoring guide) used by the professors to grade students' praxis papers. A copy of the scoring guide can also be found on Blackboard, in Course Documents. Students are encouraged to refer to and complete the assessment tool prior to turning in their paper. A model (exemplary) praxis paper can be found on Blackboard, in a discussion board forum titled "Model Written Assignments."

Students who receive a "C" on their praxis paper will have the opportunity to revise the praxis paper one time only. Students will have until Saturday August 9 to turn in any revised praxis papers. Students must attach the original graded paper when submitting a revised praxis paper.

The praxis paper should have a title, the student's name should be typed on the paper, and the paper should be double-spaced, have one-inch margins, and 12-point font. Students should cite within the text the current events author's last name and the year published, and the page number (if a direct quote). A full citation should also be provided at the end of the paper in a reference section that also includes the title of the article, the name of the newspaper or magazine, the full name of the author, and the day published.

Team Field Project

Each team will study a municipality that will include interviews with public officials (elected and professionals) about innovation practices. The team field project will result in a written report of around five (5) pages and an oral presentation by the team of approximately 30 minutes during the last class session (Week # 8). During the first class, the professors and students will develop a field project interview instrument.

The professors will assign a team grade and an oral presentation grade, and the individual team members will anonymously evaluate their peers within the team.

During the first class session, the professors will discuss with the students the details of the team field project and will post the protocol, standards, and expectations of the team field project on Blackboard, in "Course Information."

Attendance: This course is a graduate seminar, not a lecture course. In order for students to get the greatest benefit from the course, they should come to class prepared to discuss the weekly topics. Therefore, students should complete the readings on time and bring notes on the readings to class. Additionally, half of your participation grade will be determined by your attendance.

Academic Integrity: Students are required to adhere to NIU's code of student conduct for academic integrity. Violations will result in a failed grade on the assignment and possibly the class. *You are expected to ensure that all assignments submitted for a grade reflect substantially your own work, that work submitted under your name is substantially original, and that you have understood and learned the competencies in each assignment and not relied solely on the knowledge of others.* Students whose work is substantially plagiarized from others, whether intentional or not, will receive a '0' on that assignment or exam. A lack of understanding as to what constitutes plagiarism is no defense. If you are unclear of what actions constitute plagiarism, please see me.

Students with Disabilities: NIU abides by Section 504 of the Rehabilitation Act of 1973 which mandates reasonable accommodations be provided for qualified students with disabilities. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Center for Access-Ability Resources (CAAR), the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The CAAR office is located on the 4th floor of the University Health Services building (815-753-1303). I look forward to talking with you soon to learn how I may be helpful in enhancing your academic success in this course.

The professors reserve the right to change this syllabus at any point in the semester.

Class Schedule:

DATE	TOPIC/ACTIVITY	READINGS/ASSIGNMENTS
<p align="center">6/21 (Week # 1) Nelson and Wood</p>	<p>Defining Innovation & Innovation Capacity</p> <p>Introductions Review Syllabus Set-up project teams Assign book chapters</p>	<p>Read and Discuss: Innovation papers written for the 2007 and 2008 ASPA (Found in Course Documents)</p> <ol style="list-style-type: none"> 1. "Toward a Theory of Innovation Management Capacity in Municipal Government" by Kimberly Nelson, Gerald Gabris, Kurt Thurmaier, and Curtis Wood. 2. "Exploring Innovation Management in Local Government: An Empirical Analysis of Suburban Municipalities" by Gerald Gabris, Heidi Koenig, Kim Nelson, and Curtis Wood <p>Assign project teams and develop a field questionnaire instrument.</p> <p>No guest speaker; no Praxis paper due</p>
<p align="center">6/28 (Week # 2) Wood</p>	<p>Innovation and Democracy—Public vs. Private Sector Innovation</p>	<p>Read and Discuss (Found in Course Documents)</p> <ol style="list-style-type: none"> 1. <i>Good to Great</i> by James Collins Chapters 1, 2, 3, 5, 6, 8, and 9 2. "Loose Cannon and Rule Breakers, or Enterprising Leaders? Some Evidence about Innovative Public Managers" in <i>PAR</i> by Sandford Borins 3. "Citizen Participation in Government Innovation" by Archon Fung, Chapter 4 in <i>Innovation in Government</i> by Sandford Borins 4. "Twenty Years of Highlighting Excellence in Government" by Jonathan Walters, Chapter 2 in <i>Innovation in Government</i> by Sandford Borins 5. "Innovations in Government: Serving Citizens and Strengthening Democracy" by Gowher Rizvi, Chapter 10 in <i>Innovation in Government</i> by Sandford Borins 6. "Keeping Public Officials Accountable through Dialogue: Resolving the Accountability Paradox" by Nancy C. Roberts 7. "The Correlates of Innovation: Lesson from Best Practice" by Susan B. Hannah 8. "Strategic Management in Public and Private Organization: Implications of Distinctive Contexts and Constraints" by Peter Smith Ring and James L. Perry 9. "The Dilemma of Innovation in American Government" by Alan A. Altshuler and Robert D. Behn, in <i>Innovation in American Government: Challenges, Opportunities, and Dilemmas</i>, edited by Alan A. Altshuler and Robert D. Behn. <p>Guest Speaker: Candace King, Executive Director of Federation of Health and Human Services, DuPage County, IL (11 AM-12 PM)- 630-782-4782</p> <p>Praxis Paper Due from all students</p>

DATE	TOPIC/ACTIVITY	READINGS/ASSIGNMENTS
7/5 (Week # 3)		Class Canceled for Holiday Weekend
7/12 (Week # 4) Nelson	Diffusion of Innovation	<p>Read and discuss chapters from Roger's <i>Diffusion</i> book. Each student is expected to share their book review with the class.</p> <p>Book Review Due</p> <p><u>No</u> Praxis Paper due</p>
7/19 (Week # 5) Wood	Sustaining Innovation— management, leadership, structure	<p>Read and discuss chapters from Paul Light's <i>Sustaining Innovation</i> book. Each student is expected to share their book review with the class.</p> <p>Additional Reading: (Found in Course Documents)</p> <ol style="list-style-type: none"> 1. "Public-Sector Succession: A Strategy to Sustaining Innovation" by Ellen Schall <p>Guest Speaker: Bill Lichter, City Manager of Lombard, IL</p> <p>Book Review Due</p> <p><u>No</u> Praxis Paper due</p>
7/26 (Week # 6) Nelson	External Innovation— Community, interorganizational, policy	<p>Read and Discuss the Following (Found in Course Documents):</p> <ol style="list-style-type: none"> 1. "Developmental Process: A Conceptual Exploration" by Eugene Bardach, in <i>Innovation in Government</i> by Sandford Borins, chapter 7 2. "Public Deliberation: An Alternative Approach to Crafting Policy and Setting Direction" by Nancy Roberts 3. "Innovation, Bureaucracy, and Public Policy: A Study of Innovation Adoption by Local Government" by Richard D. Bingham 4. "Policy Uncertainty and Technology Innovation" by Alfred A. Marcus 5. "The Political Process of Innovation" by Peter J. Frost and Carolyn P. Egri <p>Praxis Paper Due from all students</p> <p>Guest Speaker: Brad Townsend (9-10:30 AM)</p>

DATE	TOPIC/ACTIVITY	READINGS/ASSIGNMENTS
<p>8/2 (Week # 7) Wood</p>	<p>Internal Innovation— operations, street level</p>	<p>Read and discuss (Found in Course documents):</p> <ol style="list-style-type: none"> 1. "Street-Wise Social Policy: Resolving the Dilemma of Street-Level Influence and Successful Implementation" by Steven Maynard-Moody; Michael Musheno; Dennis Palumbo 2. "Building Lasting Reform: Enduring Questions, Missing Answers" Chapter 2 by Donald F. Kettl, in <i>Inside the Reinvention Machine: Appraising Governmental Reform</i>, edited by Donald F. Kettl and John J. DiIulio, Jr. <p>Guest Speaker: Don Carlsen, Director of Management Services Business Group, City of Naperville, IL. (10-11:30 AM)</p> <p>Praxis Paper Due from all students</p>
<p>8/9 (Week # 8) Nelson</p>	<p>Conclusion</p>	<p>Team Project presentations due Team Project reports due Student evaluation of Teachers conducted</p>