

Public Policy 209: Management in the 21<sup>st</sup> Century  
UCLA School of Public Affairs  
Fall 2005

Prof. Amy Zegart  
Lectures: M,W 12:30-1:50pm  
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Course Description

What distinguishes the best managers from the average ones? How can organizations of all kinds achieve maximum impact in their arenas? How do government agencies differ from nonprofit organizations and private firms? These are some of the critical questions addressed in this course.

The course starts from one basic premise: No single class or curriculum can equip students with all of the necessary managerial knowledge and skills to be effective. Management is a process of lifelong learning where basic principles and tools meet real world problems. In any organization, good management requires continuous examination and experimentation – “do it, fix it, try it,” as two top managers put it.

Instead, the course is designed to provide students with the fundamental managerial building blocks by stimulating their conceptual thinking; by exposing them to basic management issue areas; by developing their teamwork, negotiation, and communication skills; and by providing opportunities for them to begin applying these ideas and skills to specific cases.

In part I, we take a hard theoretical look at organized activity, examining whether organizations matter, why they arise, and how they operate. Particular attention will be paid to government agencies and the political context in which they function.

Part II makes extensive use of case studies to explore three critical management issues: (1) Developing an organizational mission/strategy; (2) Motivating people to excel; (3) Executing with impact. We will examine best and worst practices and explore the distinctive challenges for public sector managers.

In Part III, we focus explicitly on developing negotiation skills.

## Requirements

Class participation	15%
Team participation (performance reviews, peer grades)	15%
Oral presentations (team)	10%
Part I exam	20%
Part II exam (team)	25%
Negotiation paper (team)	15%

## Participation and Assignments

Because your participation is an integral part of this course, it is heavily weighted in the final course grade. Participation grades will be determined primarily by two components: your comments during class meetings and your participation in your assigned teams.

Although most class meetings will involve lectures, the course is meant to be highly interactive. You are expected to come to class having carefully read all of the assigned materials **and** having formulated opinions about different theoretical perspectives and their application to specific cases. Class participation will not be determined by the amount of “air time” each speaker claims. In fact, unreflective dominance of class discussion will lower your grade. Instead, a premium will be placed on contributing meaningful points and questions, on listening to and building on the arguments of others, and on eliciting the participation of fellow class members.

Team dynamics are also a major element of the course. You will be assigned to a team for the entire quarter. Each team will be responsible for three major assignments: an in-class oral presentation analyzing the readings, the Part II exam, and a final negotiation paper. At the completion of each team assignment, every team member will submit a performance review to Prof. Zegart. This review should establish performance evaluation criteria and provide a candid, confidential, and constructive assessment of every team member’s performance against those criteria, including the author’s. Performance reviews will contribute to 5% of the author’s grade. In addition, team members are required to provide oral feedback directly to each other after every group assignment. At the end of the course, team members will submit confidential grades of each other to Prof. Zegart. An average of those peer grades will contribute to 10% of the final course grade.

## Oral Presentations

Each team will present a short, 5- minute analysis of the readings for one class. Teams should designate no more than two members to give the presentation.

### Exams

There will be two exams which together account for 45% of the final grade. The Part I exam will be taken in class. The Part II exam will be a 48-hour, take-home, open book team project. Teams will be asked to consider a hypothetical managerial issue, review a large amount of empirical material (provided by Prof. Zegart) and write a 5-7 page memo (plus slides) analyzing the situation and recommending a course of action.

### Final Negotiation Paper

Each team will be asked to write a 5-7 page paper analyzing a recent or ongoing negotiation (examples include major league baseball negotiations, Congressional negotiations for the Department of Homeland Security bill, and the 2001 screen actor's guild negotiations with Los Angeles movie studios).

### Academic Integrity

Students are expected to fully uphold all university standards, rules, and guidelines related to academic integrity. A copy of the *Student Guide to Academic Integrity*, published by the UCLA Dean of Students Office, is attached.

### Course Materials

This course has a course reader and four required books. The reader can be purchased at Westwood Copies, 1001 Gayley Ave., Westwood Village, 208-3233. The books can be purchased at LuValle Book Store. They are:

- (1) James Q. Wilson, *Bureaucracy: What Government Agencies Do and Why They do It* (Basic Books, Sept. 2000)
- (2) Jon R. Katzenbach and Douglas K. Smith, *The Wisdom of Teams: Creating the High-Performance Organization* (NY: HarperBusiness, 1994)
- (3) David A. Lax and James K. Sebenius, *The Manager as Negotiator: Bargaining for Cooperation and Competitive Gain* (NY: Free Press, 1986)
- (4) Roger Fisher and William Ury, *Getting to Yes: Negotiating Agreement Without Giving In*, 2<sup>nd</sup> ed., (NY: Penguin, 1991).

Schedule and Reading Assignments  
\* in denotes reading in course reader

***PART I: THE ORGANIZATIONAL CONTEXT***

**Mon. Oct.3: Introduction: The Hard Work of Developing Soft Skills**

Katzenbach Chapter 3, "Team Basics: A Working Definition and Discipline," (pp. 43-64), Chapter 6, "Moving Up the Curve: From Individual to Team Performance" (pp.109-129)

\*David Kirk, "World-class Teams," *McKinsey Quarterly* 1992, No. 4:143-154.

**In-class exercise: Adventure in the Amazon**

**Wed. Oct. 5 : Does Organization Matter?**

James Q. Wilson, *Bureaucracy*, (Basic Books 1989), Chs 1-2, "Armies, Prisons, Schools" and "Organization Matters."

\*Charles Perrow, *Complex Organizations*, 3<sup>rd</sup> ed. (NY: McGraw-Hill, 1986), Ch. 1, "Why Bureaucracy?" (pp. 1-48).

**Mon. Oct. 10: Private vs. Public vs. Nonprofit**

Wilson, Ch. 7, "Constraints," and Chapter 19, "Markets."

\*Terry M. Moe, "The Politics of Structural Choice: Toward a Theory of Public Bureaucracy," in Oliver Williamson, ed., *Organization Theory: From Chester Barnard to the Present and Beyond*, 1990.

\*Joseph L. Bower, "Effective Public Mgt." *Harvard Business Review*, Mar-Apr. 1977.

**Wed. Oct. 12. The Design Problems of Government Agencies**

\*Terry Moe, "The Politics of Bureaucratic Structure," *In Can the Government Govern?* Edited by John E. Chubb and Paul E. Peterson (Washington: Brookings, 1989):267-329

\*Amy Zegart, *Flawed by Design: The Evolution of the CIA, JCS, and NSC* (Stanford Press, 1999), Ch. 1 (Toward a Theory of National Security Agencies), pp. 12-54

\*Columbia Accident Investigation Board, Executive Summary, Chapter 1 ("The Evolution of the Space Shuttle Program"), pp.21-25, Chapter 8 ("History as Cause: Columbia and Challenger,"), pp.195-203.

\*Selected news articles about *Discovery* flight, July 2005.

## **CASE: The Columbia Space Shuttle Accident**

### **Mon. Oct. 17: Organizational Adaptation: The Optimists**

\*Mathew McCubbins and Thomas Schwartz, "Congressional Oversight Overlooked: Police Patrols Versus Fire Alarms," in McCubbins and Sullivan, eds., *Congress: Structure and Policy* (Cambridge Press, 1987), pp.426-440.

\*David Osborne and Ted Gaebler, *Reinventing Government* (NY: Penguin 1992), Introduction (pp.1-24).

\*Jim Collins, *Good to Great*, Chapter 1, "Good is the Enemy of Great," pp.1-16.

\*James G. March, "Footnotes to Organizational Change," *Administrative Science Quarterly*, 26 (1981): 563-577.

### **Wed Oct. 19: Organizational Adaptation: The Pessimists**

\*Amy B. Zegart, "September 11 and the Adaptation Failure of U.S. Intelligence Agencies," *International Security*, Vol 29, No. 4 (Spring 2005): 78-111.

\*Joel D. Aberbach and Bert A. Rockman, *In the Web of Politics: Three Decades of the U.S. Federal Executive* (DC: Brookings, 2000), pp.14-18; Chapter 7, "Reinventing Government" (pp. 134-160).

\*Michael T. Hannan and John Freeman, "Structural Inertia and Organizational Change," *American Sociological Review* Vol.49 (April 1984): 149-164.

### **Mon. Oct. 24: Part I Exam in Class**

## ***PART II: WORKING IN ORGANIZATIONS***

### **Wed. Oct. 26: Management as Problem Solving**

\*Michael Porter, *Competitive Strategy* (NY: Free Press, 1980), Introduction, pp.xiii-xx; Chapter 1, pp.1-33.

\*Jim Collins, *Good to Great*, Chapter 2 ("Level 5 Leadership," pp.17-40) and Chapter 5 ("The Hedgehog Concept," pp.90-119)

### **Mon. Oct.31: Guest Lecture**

**Captain Peter Neffenger, U.S. Coast Guard, Captain of the Port and Federal Maritime Security Coordinator, Ports of Los Angeles and Long Beach**

Readings TBD.

**Wed. Nov. 2: Motivating Others: Organizational and Individual Constraints.**

\*Thomas J. Peters and Robert H. Waterman, Jr., *In Search of Excellence: Lessons Run from America's Best-Run Companies* (NY: Warner Books, 1982), Chapter 3 (pp. 55-86)

Wilson Chapter 9, "Compliance"

Katzenbach Chapter 1, "Why Teams?" (pp.11-26)

**Mon. Nov. 7: Motivating Others: Leadership and Teams**

\*Thomas J. Peters and Robert H. Waterman, Jr., *In Search of Excellence: Lessons Run from America's Best-Run Companies* (NY: Warner Books, 1982), Chapter 8, "Productivity Through People" (pp.235-278)

\*Michael Useem, *The Leadership Moment* (NY: Random House, 1998), Introduction (pp.3-9), Chapter 2, "Wagner Dodge Retreats in Mann Gulch" (pp.43-64), Chapter 3, "Eugene Kranz Returns Apollo 13 to Earth" (pp.65-93).

Katzenbach chapter 7, "Team Leaders" (pp.130-148) and chapter 8, "Teams, Obstacles and Endings: Getting Unstuck" (pp.149-172)

**CASE: Wagner Dodge Retreats in Mann Gulch (from readings)**

**CASE: Apollo 13 (from readings)**

**Wed. Nov. 9: Thinking Strategically: Lessons from the Private Sector.**

\*Jim Collins, *Good to Great*, Chapter 4, "Confront the Brutal Facts," pp.65-89.

\*Claudio Aspesi and Dev Yardhan, "Brilliant Strategy, But Can You Execute?" *The McKinsey Quarterly*, 1999, Number 1 (pp.89-99)

**\*CASE: Intel Corp. 1968-1997, HBS #797-137**

**Mon. Nov. 14: Strategy in the Public Sector**

Wilson, Chapter 3 and Chapter 11.

**\*CASE: The U.S. Forest Service (KSG C16-1246.0)**

### **Wed. Nov. 16 Implementation**

#### **Guest Lecture: Los Angeles City Councilmember Jack Weiss**

\*Thomas J. Peters and Robert H. Waterman, Jr., *In Search of Excellence: Lessons Run from America's Best-Run Companies* (NY: Warner Books, 1982), Chapter 5, "A Bias for Action" (pp. 119-155)

\*David Osborne and Ted Gaebler, *Reinventing Government* (NY: Penguin 1992), Chapter 5 (pp.138-165).

#### **\*CASE: Business Process Transformation at the CIA**

**Part II (48-hour) take-home exam begins after class. Memos are due Friday, Nov. 18<sup>th</sup> at noon in Prof. Zegart's office**

## ***PART III: NEGOTIATION SKILLS***

### **Mon. Nov. 21: Negotiation Basics**

Lax and Sebenius (L&S) Chapter 1, "The Manager as Negotiator" (pp.1-26) and Chapter 3, "Alternatives to Agreement: The Limits of Negotiation" (p.46-63)

Fisher and Ury Chapters 1, 2, 3 (pp.1-55)

### **Wed. Nov. 23: Parker-Gibson Negotiation Exercise**

Fisher and Ury, Chapters 4, 5, 6 (pp.56-106)

\*Parker-Gibson negotiation case

**NOTE: Bring negotiation materials to class**

### **Mon. Nov. 28: Integrative Bargaining**

\*Russell Korobkin, *Processes of Dispute Resolution*, forthcoming, pp.40-42

L&S, Chapter 5, "Creating Value, or Where Do Joint Gains Really Come From?" (pp.88-116)

### **Wed. Nov. 30: Tendley Contract Exercise**

\*Tendley Contract exercise

**NOTE: Bring negotiation materials to class**

**Mon. Dec. 5: Distributive Bargaining**

L&S Chapter 2, "The Negotiator's Dilemma" (pp.29-45), Chapter 6, "Claiming Value" (pp.117-153)

\*Korobkin pp. 82-99

**Wed. Dec. 7: Arms Control Negotiation Exercise**

\*Arms Control Negotiation Exercise

\*Russell Korobkin and Jonathan Zasloff, "Roadblocks to the Road Map: A Negotiation Theory Perspective on the Israeli-Palestinian Conflict After Yasser Arafat," *The Yale Journal of International Law*, Vol. 30, No. 1 (Winter 2005):1-80.

**NOTE: Bring negotiation materials to class**

**Wed. Dec. 14th: Final group negotiation papers due by noon in Prof. Zegart's office**