ADMN 470 – Reforming Government

Professor Evert Lindquist

Spring 2020 Term Course Outline*

Calendar Description

Governments have long sought to reform public sector institutions, seeking to better design and enact public policy and improve the delivery of services to citizens and communities. This course reviews different waves, scale and kinds of public sector reforms in democratic systems. It considers whether reformers and observers have reasonable expectations and can measure the success of reform in evolving environments. Students undertake case studies of reform and should become more strategic reformers.

Course Objectives and Overview (see p. 20 for linkages to SPA Competency Framework)

Upon successful completion of this course, you will be able to:

- Understand and analyze the role of reform in shaping governments and public sector systems;
- Distinguish among and understand the principles of different government reform movements;
- Appreciate that public organizations reflect multiple waves of variously embedded reforms;
- See how Reconciliation stands as the latest reform challenge for all Canadian governments;
- Develop strategies and realistic expectations for implementing and monitoring reform; and
- Deepen your knowledge of specific reforms you and your course colleagues will each analyze.

We will also be working on building and refining your skills in analysis, critical thinking and writing.

Your Instructor and Contact Information

Evert Lindquist is Professor of Public Administration at the University of Victoria and Editor, Canadian Public Administration, the flagship journal of the Institute of Public Administration of Canada. He served as Director of the School of Public Administration (1998-2015), professor at the University of Toronto (1988-1998), and was the ANZSOG-ANU Chair in Public Management Research (2010-11) and the first Treasury Board of Canada Secretariat Visiting Fellow (1992-94). Lindquist has served on IPAC’s Board of Directors and Research Committee, and President of the Canadian Association of Programs in Public Administration. He has supervised scores of graduate students at the University of Victoria and published widely on topics relating to public sector reform, governance and decision-making, central agencies, policy capability, think tanks, consultation, horizontal management, government-non profit relations, budgeting, and visualization and policy-making. He has been principal investigator for a SSHRC partnership development grant on ‘Digital Governance: Transforming Government for the Digital Era’.

Contact information: Email: evert@uvic.ca; Office Phone: 250.721.8416

This course will be an online seminar course open to fourth-year and graduate students. I will monitor the ADMN 470 CourseSpaces site regularly and try to answer questions within 48 hours during the work week, if not sooner. Please allow 7 days for the return of assignments. Since ADMN 470 will be of two courses I teach in the Spring 2020 semester, and I have other obligations as a professor (e.g. research, supervisions and committees) I may not be able to immediately reply to queries, but I will try to do so. If I am delayed for a day or so for some reason, I will advise you accordingly.
Approach to This Course

- This is a dynamic, challenging course, which will broaden your knowledge and build your skills.
- This course requires that you actively engage weekly with colleagues to discuss readings.
- Depending on the size of the class, there may be more than one discussion group.
- Your reform briefs & submissions will be informed by the readings and dialogue with colleagues.
- Submissions to weekly Saturday reform paper forum will keep you on track for key assignments.
- Everyone needs to be prompt and professional – plan ahead & work this into your schedule!

Course Readings & Materials:
There is moderate reading for this course (see pp. 4-16, this outline), which will be available here:

- Several additional articles per week which can be accessed via the Internet and the UVic Online Library (ARES) at [http://library.uvic.ca/index.html](http://library.uvic.ca/index.html) (see unit readings), typically focused on giving you tools to analyze specific reform initiatives, which will be the focus on your research papers.
- Each Thursday afternoon I will post ‘Reading Guidance’ for the next unit, which will identify key themes, explain why the readings were selected, and which articles or chapters to skim or read carefully. Don’t let the readings dominate you; learn to survey and skim them, and dig deeper as necessary. *You are not getting tested on the concepts, but how you engage & apply them.*
- The course is designed so that you, first, discuss the readings in weekly discussion forums (with class colleagues) and, second, apply them to your reform case in weekly reform paper forums (one-on-one with your instructor). **Carefully review the expectations on p.3 and pp. 16-17 about your posting responsibilities.** These forums will keep you on track for your papers.
- Several interviews with current and former top public servants on reform will be posted.

Delivery Method and Course Schedule
The course material is delivered online through a CourseSpaces website. CourseSpaces is UVic’s web-based learning management system. The site includes readings, instructor’s notes, and assignments.

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<thead>
<tr>
<th>Assignments</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td><strong>1. Reform scoping review:</strong> literature review, document review, and analytic framework</td>
<td>25%</td>
<td>Due: Saturday, Feb. 22, 11 pm PST</td>
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<td><strong>2. Final reform briefing paper:</strong> analysis, approach, and implementation strategy</td>
<td>50%</td>
<td>Due: Saturday, Mar. 29, 11 pm PST</td>
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<td><strong>3. Participation:</strong> timely postings in student discussion forums (2) and a weekly reform case-study post (1) for instructor to review</td>
<td>25%</td>
<td>Required: Three (3) weekly postings Please review pp. 16-17 on “Readings, Forum Discussions, Class Participation”</td>
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<td><strong>TOTAL</strong></td>
<td>100%</td>
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# Overview of ADMN 470 “Reforming Government” (Spring 2020)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date (Monday)/Topic</th>
<th>Reading Forum Activities (introduction &amp; exploration of concepts)</th>
<th>Reform Case Project (application of concepts)</th>
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<tbody>
<tr>
<td>1</td>
<td>January 6</td>
<td><strong>Unit 1 Forum</strong> Initial post due: Wed., Jan. 8, 11 pm</td>
<td>No posting required</td>
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<td>Context and Eras of</td>
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<td></td>
<td>Government Reform</td>
<td><strong>Unit 2 Forum: Drivers, Barriers, Scope</strong> Initial post due: Mon., Jan 13, 11 pm</td>
<td>Due: Sat., Jan 18, 11 pm Identify candidates for your government reform case topic</td>
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<td>2</td>
<td>January 13</td>
<td><strong>Unit 3 Forum</strong> Initial post due: Mon., Jan 20, 11 pm</td>
<td>Due: Sat., Jan 25, 11 pm Finalize topic; Identify image and instrument constituency</td>
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<td>What Drives &amp; Limits</td>
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<td>Government Reform?</td>
<td><strong>Unit 4 Forum</strong> Initial post due: Mon., Jan 27, 11 pm</td>
<td>Due: Sat., Feb 1, 11 pm Assess the quality of services, coordination, and monitoring</td>
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<td>Responses due: Wed., Jan 29, 11 pm</td>
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<td>3</td>
<td>January 20</td>
<td><strong>Unit 5 Forum</strong> Initial post due: Mon., Feb 3, 11 pm</td>
<td>Due: Sat., Feb 8, 11 pm Identify the network; beyond the instrument constituency?</td>
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<td>Government-Centered</td>
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<td>Reform</td>
<td><strong>Unit 6 Forum</strong> Initial post due: Mon., Feb 10, 11 pm</td>
<td>Due: Sat., Feb 15, 11 pm How is the reform advancing or leveraging digital approaches?</td>
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<td>Responses due: Wed., Feb 12, 11 pm</td>
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<td>4</td>
<td>January 27</td>
<td><strong>Unit 7 Forum</strong> Initial post due: Mon., Mar 2, 11 pm</td>
<td>Due: Sat., Mar 7, 11 pm Identify other pressures and reforms on lead organizations</td>
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<td>Citizen-Centered Reform</td>
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<td>5</td>
<td>February 3</td>
<td><strong>Unit 8 Forum</strong> Initial post due: Mon., Feb 24, 11 pm</td>
<td>Due: Sat., Feb 29, 11 pm Identify phases for launching reform &amp; leadership strategies</td>
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<td>Network-Enabled Reform</td>
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<td>6</td>
<td>February 10</td>
<td><strong>Unit 9 Forum</strong> Initial post due: Mon., Mar 9, 11 pm</td>
<td>Due: Sat., Mar 14, 11 pm Identify how to monitor and measure progress of reform</td>
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<td>Digital-Driven Reform</td>
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<td>7</td>
<td>February 17</td>
<td><strong>Unit 10 Forum</strong> Initial post due: Mon., Mar 16, 11 pm</td>
<td>Due: Sat., Mar 21, 11 pm Check in with instructor re advice on drafting final paper</td>
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<td>Implementing Reform</td>
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<td>8</td>
<td>February 24</td>
<td><strong>Unit 11 Forum</strong> Initial post due: Mon., Mar 23, 11 pm</td>
<td>Final Reform Briefing Paper due Sunday, Mar 29, 11 pm</td>
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<td>Trajectories of Reform</td>
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<td>9</td>
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<td><strong>Unit 12 Forum</strong> Initial post due: Mon., Mar 23, 11 pm</td>
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<td>Ongoing and Overlapping Reform in Government</td>
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<td>10</td>
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<td>Monitoring Reform in Government</td>
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<td>11</td>
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<td>Presentations: Case Studies in Government Reform</td>
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<td>12</td>
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<td>Reflections on Reforming Government</td>
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**Reading Week – February 17-21**

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Unit 1 – Context and Eras of Government Reform: The Ongoing Project of Public Administration

Overview
This unit introduces the approach, assignments, and expectations ADMN 470 Reforming Government. It requires you to become familiar with the CourseSpaces web site for the course and introduce yourself to fellow students. It sets the tone by indicating early on that ‘reforming government’ is not just a modern theme, but an enduring aspiration of elected leaders and various interests outside of government – we can see the current values, structures, and practice of public administration as the repository and arena of contestation of successive waves of reform. The course will unpack and revisit these themes.

Learning Objectives
By the end of this unit, you should:

- Understand the aspirations, approach, structure and expectations of the course
- Understand expectations about weekly postings to Discussions Forums and Reform Paper Forum
- Have introduced yourself to your colleagues and professor
- Identified what your expectations for what you would like to get out of the course

Readings
- Pollitt, C. and Bouckaert, G. 2017. “Recent Debates in the field”, Ch. 1, (Sections 1.4-1.10) Public Management Reform, 4th Ed., pp. 4-23.

Assignments: Reading Forums and Project Development

Posting to Reading Forum (by Monday, January 8, 11:30 pm)

- Please post your bio and identify what you hope to get out of ADMN 470 to the Discussion Forum. Please keep your response to 300 words.
- If you would like to share further thoughts about things you believe I should know about you or perhaps circumstances you are dealing with, please contact me directly by e-mail at evert@uvic.ca.

Please Note...
- Skim the Unit 1 readings over the weekend and review Professor Lindquist’s Guidance for Unit 2.
- Then, your first Reading Forum posting will be due by Monday evening, January 13th, by 11:30 pm.
Unit 2 – What Drives & Limits Government Reform?

Overview

Some observers look at government and conclude there has been too much reform, with public servants unable to keep up with and realize reforms, while advocates of change see insufficient reform, or a lack of bold reform. This unit explores what factors precipitate reform, what militates against reform even when arguably needed or overdue, and, with this in mind, its scope: is it transformative or incremental, focused or comprehensive? In this unit you also identify candidates for your major paper on a reform.

Learning Objectives

By the end of this unit, you should:

- Be familiar with a broad framework for understanding government reform.
- Understand the drivers and barriers to reforming government.
- Develop a sense that reform in government can be incremental to comprehensive in scope.
- Appreciate that reform is a challenge for advocates and for the entities that are objects of reform.
- Have identified candidates for the issue or problem you might address in the course.

Readings

- Schon, D.A. Beyond the Stable State and the concept of ‘dynamic conservatism’
- Perhaps a reading on the ‘multiple-streams approach’; one on ‘instrument constituencies’ on p. 6.

Assignments: Reading Forums and Reform Paper Development

Posting to Reading Forum (by Monday, January 13, 11:30 pm)

- Having reviewed the Unit 1 and 2 readings, what factors do you think precipitate reform? You are encouraged to base your suggestions on a couple of examples. Do you think these reforms were overdue? If so, why? Please keep your response to 300 words. On Tuesday review the answers of your group and answer the follow up questions posed by your instructor.

Posting for Reform Paper Project (by Saturday, January 18, 11:30 pm)

- Please identify candidates for a reform you would like to address with your reforming government research paper. These topics can be retrospective or forwarding-looking.
Unit 3 – Government-Centered Reform: Aligning Policy and Structures for Priorities

Overview

The public, various interest groups, and elected leaders of governments always seek to reform public policy and public administration. This section explores the authorities and tools that governments have for reforming policy and the management of public organizations. Much of this can be done by altering the structure, processes, and leadership inside government. This section requires you to identify which actors with authorities in the reform domain of your research paper and what the issues are.

Learning Objectives

By the end of this unit, you should:

- Understand the authorities and powers government leaders have to enact reform.
- Understand the ‘machinery’ powers (structure, appointments, resourcing) of first ministers.
- Appreciate the advantages and limitations of these alternative approaches for effecting change.
- Identify, finalize, and receive approval for the reform you will analyze for your major paper.

Readings

- Pollitt and Bouckaert, Public Management Reform, 4th Ed., Ch. 3 (Sections 3.1-3.6 only).

Assignments: Reading Forums and Reform Paper Development

Posting to Reading Forum (by Monday, January 20, 11:30 pm)

- Pollitt & Bouckaert review OECD-member systems with differing executive-administrative-legislative governance systems. How do you think the appetite and ability to reform might change across levels of government? (National/Provincial/Local/First Nations). Please keep your response to 300 words. On Tuesday review the answers of your group and follow-up questions posed by your instructor.

Posting for Reform Paper Project (by Saturday, January 25, 11:30 pm)

- Having finalized the topic for your reforming government paper, please identify which actors inside and outside government you consider to be the instrument constituency’ and underlying ‘policy image’ for the way policies or services are currently carried out. What is the existing approach and what are the issues for actors not in control of the policy or administrative policy regime?
Unit 4 – Citizen-Centered Reform: Moving Away from Government Stovepipes & Repertoires

Overview

Over the last two decades the citizen-centered reform movement has sought to encourage government leaders and public servants to better serve citizens and communities, rather than design structures and service-delivery models which only meet government priorities. This can lead to new ways to organize government and design policies and service delivery, and new lens on examining your reform initiative.

Learning Objectives

By the end of this unit, you should:

- Develop an ‘outside-looking-in’ view of government services.
- Appreciate the implications of a citizen-centered perspective on the machinery of government.
- See how citizen-based and place-based orientations create demands for horizontal governance.
- Understand the various techniques for developing citizen-oriented policies and services.
- Analyze the limitations of citizen/place needs driving all government reforms.

Readings


Assignments: Reading Forums and Reform Paper Development

Posting to Reading Forum (by Monday, January 27, 11:30 pm)

- Governments can always do better serving citizens and communities, but what might be the issues or challenges for a federal or a provincial government exclusively orienting reform to these needs? Please keep your response to 300 words. On Tuesday review the answers of your group and answer the follow up questions posed by your instructor.

Posting for Reform Paper Project (by Saturday, February 1, 11:30 pm)

- As you continue to scope out your paper, please post your findings about the quality and extent of coordination of services they receive. Have there been efforts to ascertain citizen and/or community needs? Is a client-oriented performance monitoring regime in place? Is service quality an issue?
Unit 5 – Network-Enabled Reform: Solution or Challenge to Governments?

Overview

This unit explores reforms and recently developed theories of public administration which focus on using networks of public and private organizations to deliver public services and to shape the policy frameworks in which they work, particularly important in multi-level government and multi-sector contexts. This unit considers different kinds of networks, the need for collaboration and coordination, and the new demands this puts on governments and public administrators.

Learning Objectives

By the end of this unit, you should:

- Understand the principles of the New Public Governance & Collaborative Governance movements
- Appreciate the diversity of networks and different rationale for building and leveraging them
- Understand why meta-governance of networks is important and a challenge for governments
- Be able to assess the nature of the network associated with the reform challenge for your paper

Readings


Assignments: Reading Forums and Reform Paper Development

Posting to Reading Forum (by Monday, February 3, 11:30 pm)

- Based on the readings and your experience, what are the functions of networks: Service delivery? Innovation? Collaboration? Engagement? Can they do all of this simultaneously? Please keep your response to 300 words. On Tuesday review the answers of your group and answer the follow up questions posed by your instructor.

Posting for Reform Paper Project (by Saturday, February 11, 11:30 pm)

- Using the NPG and collaborative governance literature, analyze the network associated with the current policy or administrative regime, and identify what directions the reform initiatives are going.
Unit 6 – Digital-Driven Government Reform: Pervasive Possibilities, But Furthering Which Values?

Overview
Advocates inside and outside governments have been calling for rapid adoption of digital tools and new approaches for policy design, service design, and citizen engagement. Governments have adopted new platforms, digital services units, and innovation labs, but many argue that progress has been insufficient. This unit introduces you to the ubiquitous nature of technological change and invites you to consider which value clusters such tools can further and to appraise your reform initiative using these lens.

Learning Objectives
By the end of this unit, you should:

- Appreciate that digital technology is the latest technological change to affect government & society.
- Develop a sense of the scope of reform possibilities presented by digital tools and approaches.
- Be familiar with literature which seeks to locate how digital tools can further government reform.
- Develop a sense of the capacities instituted for furthering digital-era reforms in government.
- Evaluate that digital tools and approaches might be used to further different governance values.
- Appraise the extent to which your reform initiative relies on digital tools and reflects certain values.

Readings


Assignments: Reading Forums and Reform Paper Development

Posting to Reading Forum (by Monday, February 10, 11:30 pm)
- Are digital tools and approaches fundamentally transforming government or accentuating well-known tendencies in public administration? Please keep your response to 300 words. On Tuesday review the answers of your group and answer the follow up questions posed by your instructor.

Posting for Reform Paper Project (by Saturday, February 15, 11:30 pm)
- Does your reform initiative seek to advance new digital tools or approaches? Or will it rely on some of these tools and approaches to implement and monitor the initiative? Do these digital tools and approaches create new possibilities for success, which were not possible, say, a decade or two ago?
Unit 7 – Implementing Reform: Leadership, Building Capacity, Overcoming Barriers, Embedding Change

Overview
Successfully enacting reform involves more than announcing new ways for government to operate, it requires implementing and embedding the reform so it will last. Interesting tensions arise, however, due to the scope of reform and inevitable resistance from actors benefiting or comfortable with the previous regime, and the extent to which reformers can anticipate all of the implementation challenges. In this unit you will see strategies for overcoming these challenges and apply them to your reform challenge.

Learning Objectives
By the end of this unit, you should:
- Understand what constitutes partial vs. fully successful implementation of a reform.
- Appreciate the many sources of resistance to announced reforms, from inside and outside.
- See that implementation requires new leadership, capacity, culture, and performance monitoring.
- Use these concepts to identify the implementation challenges & strategies for your reform.

Readings

Assignments: Reading Forums and Reform Paper Development

Posting to Reading Forum (by Monday, February 24, 11:30 pm)
- Are the leaders who announce reforms the ones who implement reforms? If so, what must they do differently? If not, why is this important? Please keep your response to 300 words. On Tuesday review the answers of your group and answer the follow up questions posed by your instructor.

Submit Assign. #2 Reform Scoping Review (by Saturday, Feb. 29, 11:30 pm) ⇒ see p. 15 for guidance
- Note: In addition to folding in the analysis arising from your Unit 3-6 postings, identify the leaders and organizations which will be responsible for implementing the reforms you are considering. Will this constitute new responsibilities for them? What challenges do they have to overcome? What kinds of leadership, capacity, and strategies will they need to in order to succeed?
Unit 8 – Trajectories of Reform: Execution, Adaptive Learning, or Waiting for the Wave?

Overview
Most reforms are implemented in policy subsystems which are not isolated from larger governance dynamics, and therefore insufficient political commitment and budgetary pressures. This, along with being unable to plan for all contingencies, suggests that implementing reform is not simply a matter of ‘execution’ but an ongoing process of negotiation, learning, and waiting for infusions of support. This unit suggests there can be different reform trajectories which can factor into your reform planning.

Learning Objectives
By the end of this unit, you should:
- Understand that there can be very different trajectories for implementing reform.
- Appreciate that even successful reforms can take time and require new infusions of support.
- See that implementing reform has similarities to securing approvals at the system level.
- Understand the links among macro (system), meso (sub-system), and micro (program) levels.
- Apply these understandings for developing more detailed implementation phases & timelines.

Readings
- Pollitt and Bouckaert, Public Management Reform, 4th Ed., SKIM from Ch. 4 Sections 4.6 (pp. 96-106) and 4.9-4.14, (pp. 111-127), and SKIM Ch. 6 on “Politics and management”, pp. 165-185.
- Pollitt & Bouckaert, “What have been the main trajectories of reform, 1980-2016?” pp. 212-16.

Assignments: Reading Forums and Reform Paper Development
Posting to Reading Forum (by Monday, February 24, 11:30 pm)
- Can you think of two examples of reforms of policy or public administration which failed initially or completely? Explain what happened. Please keep your response to 300 words. On Tuesday review the answers of your group and answer the follow up questions posed by your instructor.

Posting for Reform Paper Project (by Saturday, February 29, 11:30 pm)
- Enrich your implementation analysis by taking into account the various phases of implementation associated with the reform you are analyzing, and, beyond the leadership from top public sector leaders, assess what level of political engagement is required (note precisely what they would be asked to do, such as securing additional legislative or regulatory authority, budget, restructuring, and agreements with other governments, departments, or non-government delivery agent, etc.).
Unit 9 – Ongoing and Overlapping Reforms: Sustaining, Layering, Parallel Initiatives, Reframing

Overview

This unit shifts gears, considering the vantage point of departments and agencies, which typically must deal simultaneously with and balance numerous reforms introduced by successive governments, and also how we assess the reform trajectories of different entire government systems. This raises the question of whether there can be reform overload of public service systems or particular organizations, and what strategies leaders have for navigating the plethora of reforms. This is material to the analysis of your reform cases because one must size up what other reforms organizations are digesting.

Learning Objectives

By the end of this unit, you should:

- Appreciate the number and diversity of reforms which governments apply to public organizations.
- See that ‘reforming government’ is an ongoing condition of governance and public administration.
- Understand the need for public sector leaders to navigate, balance, and prioritize reforms.
- Analyze whether organizations are ready for ‘another’ reform and if complements others in motion.

Readings

- Pollitt & Bouckaert, *Public Management Reform*, 4th Ed. Please review Ch. 4 on “Trajectories of modernization and reform”, trwq pp. 75-127 (skim!!).

Assignments: Reading Forums and Reform Paper Development

Posting to Reading Forum (by Monday, March 2, 11:30 pm)

- Can there be too much reform of government? What should ministers and public service leaders do to handle a steady stream of reforms? Please keep your response to 300 words. On Tuesday review the answers of your group and answer the follow up questions posed by your instructor.

Posting for Reform Paper Project (by Saturday, March 7, 11:30 pm)

- Looking back over, say, the last ten years of the organizations which are the object of the reforms you are analyzing in your case study, what other significant reforms have they had to deal with or are grappling with? Does this affect the strategies you have in mind for implementing your reform?
Unit 10 – Monitoring Reform in Government: Expectations, Time Horizons, Measurement

Overview

If governments continuously launch reforms and public organizations are variously digesting successive reforms, how can we gauge and monitor progress? This is a challenge for elected governments and public service leaders taking stock and seeking where to focus future reform efforts, as well as for those monitoring the progress of specific reforms. You will develop a monitoring plan for your reform case.

Learning Objectives

By the end of this unit, you should:

- Appreciate that monitoring reform is complicated because of its complexity and time horizons.
- Understand that measuring reform success is difficult because many factors are at play.
- Understand different ways that governments try to take stock of reforms and push forward.
- Develop a monitoring and measurement strategy for your reform case study.

Readings

- Pollitt & Bouckaert, Public Management Reform, 4th Ed. SKIM Ch. 5 on “Results: through a glass darkly”, pp. 128-164.

Assignments: Reading Forums and Reform Paper Development

Posting to Reading Forum (by Monday, March 9, 11:30 pm)
- What do you see as the challenges of monitoring and measuring the progress and success of government reform initiatives? Please keep your response to 300 words. On Tuesday review the answers of your group and answer the follow up questions posed by your instructor.

Posting for Reform Paper Project (by Saturday, March 14, 11:30 pm)
- Identify how you propose to monitor the progress and measure the success of the reform initiative you are using as your case study. What are the key phases you have in mind? What are the essential indicators or data those responsible for monitoring might rely on? Would new capacity and budget be required to undertake this monitoring and measuring? What are your expectations for success?
Units 11 – Case Studies in Government Reform: Sharing and Presentations of Draft Papers

Overview

This unit provides an opportunity for students to present their work-in-progress to colleagues in ADMN 470 Reforming Government. Students will not only receive feedback on their findings and ideas for reform but also learn about many other reform initiatives and, with this broader perspective, likely see their own topics in new ways. These units provide students with an opportunity to develop presentation and PowerPoint skills, to succinctly convey findings and recommended reform strategies.

Learning Objectives

By the end of these two units, you should have:

- Presented the key findings and reform strategies you are developing for Assignment #2.
- Received constructive feedback on your work-in-progress form class colleagues.
- Offered constructive feedback to class colleagues on their work-in-progress.
- Developed a broader perspective on your own reform project and ideas for finalizing Assignment #2.

Readings to Inform Reflections and Assessments

- There are no readings this week – please use the weekend to continue to revise your paper.
- Please review draft papers in advance of submitting your suggestions to the discussion forum.

Assignments: Reading Forums and Reform Paper Development

Posting to Reading Forum (by Monday, March 16, 11:30 pm)

- By Monday evening, please post your draft Assignment #2 paper and a PPT presentation outlining its motivation, your approach and target audience, its structure, key findings, and recommended strategies for reform. Do not be worried if your paper is incomplete or not fully perfected! You will be seeking advice from colleagues on what works and how to improve it. On Tuesday, depending on the number of students in the class, I will have you comment on two or three other papers as the focus of the discussion forum.

Posting for Reform Paper Project (by Saturday, March 21, 11:30 pm)

- You will have received comments on your class colleagues on your draft reform paper during the week. This will provide you with an opportunity to ask questions and submit your ideas for final revisions and deepening of your paper, due on Sunday, March 29.
Units 12 – Reflections on Reforming Government: Revisiting Themes, Insights, and Suggestions

Overview

During Unit 12 you will have an opportunity to collectively reflect on key themes and insights developed in the course, and if you had any surprises or ‘aha’ moments as students. You will have an opportunity to venture your ideas about what worked and what could be improved for the roll-out of the next version of the course (along with completing your confidential, anonymous Course Experience Survey).

Learning Objectives

By the end of this unit, you should have:

- Reflected on the overarching course themes and key insights and surprises arising from the course.
- Identified what features of the course should be retained and what other things could be improved.

Readings to Inform Reflections and Assessments

- Review the overviews for each unit in the ADMN 470 Reforming Government course outline.

Assignments: Reading Forum and Final Assignment

Posting to Reading Forum (by Monday, March 23, 11 pm)

- What stands out for you as key themes animating the course? What insights and surprises on reforming government did you have as a result of the course? What worked in the course and what are suggestions for improving it? Please keep your response to 300 words. On Tuesday review the postings of your colleagues and answer the follow up questions posed by your instructor.

Submission of Assignment #2 Final Reform Briefing Paper (by Sunday, March 29, 11 pm)

- The final requirement of the course! Please submit your paper to the one-on-one reform paper forum you have been using all semester to submit your paper-related postings and assignments.
Readings, Forum Discussions, Class Participation

Each week there will be an online discussion related to the readings, your interpretation and application of them. One objective is to learn concise professional writing, so your submissions are limited to 300 words, excluding references (please provide a word count). Another objective is to have you engage ideas and concepts readings with your classmates. You will be grouped into forums with 4-5 colleagues.

**Reading strategy.** You will see that there are often 5-6 readings per week. The idea is not to crush you, but rather, to provide you with alternative perspectives and particular concepts not found in the other readings, and sometimes to provide you with resources you can use for your policy brief. You will not be ‘tested’ on your mastery of the readings, but the course has been designed so that you will (1) engage your colleagues using the concepts and frameworks found in the literature and (2) apply those concepts and frameworks to the issue you will be grappling with in your ‘reform case’ assignments. **Finally, each week I will provide ‘guidance’ to you on how review the readings – read the guidance first, then skim the readings, and then read them more carefully on a selective basis.**

*There is a formal participation component to the grading of this course.* Online discussion is a central part of the learning experience in the course, so please take an informed and lively approach to weekly discussions, just as if you were attending a face-to-face class. Regular, prompt, respectful and informed contributions are an expectation of the course. Meeting these criteria, as well as the posting deadlines and expectations (see just below and on next page), will result in a B+ grade for this component of the course. Higher grades for participation will recognize consistently exemplary contributions. **Once the Unit 3 postings are completed for that week, I will let you know if you are on track with your postings.**

**At least two posts per week.** Each week (except where indicated on the course schedule) a question will start the weekly forum. Your assignment is to post your response this question by Monday evening, referring to the week’s readings, as well as to your outside research and experience. You are limited to 300 words, so learning to write concisely is part of this exercise. **Initial posts are due at 11 pm PST on Mondays**, which will initially be closed. But, on Tuesday morning, I will release all of the postings in your forum and post my observations on your postings, and ask some questions for you to respond to the second round of discussion. Discussion closes on Wednesday night at 11 pm. To facilitate meaningful discussion after Tuesday, do not wait until the last day to post. After your initial posting, you must make one additional post (which can be before and after mine), but you can make more if you wish.

*Post directly into the box and keep a back-up. Do not post Word files as your posts, I will ask you to resubmit your post. CourseSpaces often ‘times out’, so a prudent approach is to first craft your posts in a word doc and then copy and paste the contents into the CourseSpaces box.*

The forums will open just after initial posting deadline (i.e. not long after Monday, 11 pm PST). As soon as I release your initial posting, you are welcome to post your initial response, you can respond to other posts. I will briefly comment on the initial set of posts on Tuesday morning and add some more roll-up substantive comments once the unit is complete. You do not have to wait until I make a response – you can leap into the discussion once you have submitted your initial post.

*Please cite.* I need to see that you are basing your posts on the course readings and feel free to use other sources to add to your posts. The citation style should be APA (page numbers are required for direct quotes and paraphrasing, so you can say something like “As Lindquist (1992) pointed out, “policy communities are important.””). If a direct quote, then indicate the page number (p. 231). That said, aim for a ‘conversational style’ in the forums with colleagues. I will help you find the right balance if needed.
**Evaluation criteria.** You are expected to post two times a week (an initial post and at least one rejoinder) in the discussion forum each week, and in a professional manner. This will ensure that you get a B grade for participation; irregular or fewer posts will result in lower participation grades. Higher grades will be awarded over the course of the semester on the basis of consistently high quality posts.

The following will be considered when determining your grade:

- how often you contribute (but simply commenting frequently, without demonstrating that you have thought about the readings and questions, may count against your grade);
- understanding and facility with the readings and the arguments/approaches they contain;
- your ability to use or illustrate the concepts with examples;
- your ability to construct an argument and make logical observations and/or critiques;
- your ability to offer a critical perspective on the arguments and readings; and
- your capacity to engage in and stimulate a productive conversation about the course material with your peers, to understand work with others’ points, and further develop your own.

You are also expected to make constructive comments on the issues your colleagues have raised or others that you have identified. Again, these are basic expectations for a graduate course.

**Collegial, professional discourse.** Intellectual discourse involves argument and sometimes disagreement. You must present reasonable arguments to which your classmates can respond. You must also treat the arguments of all participants with respect. Being critical involves examining propositions, evaluating evidence, exploring logic, and suggesting different ways of looking at a problem. It does not involve being rude or demeaning; review what you’ve written before you post. Getting the most out of a forum involves providing support and encouragement to others, even if you are testing each others’ ideas. You must provide *reasoned* support for your positions and points of view, explaining clearly what you are in agreement with and why, not simply *general* support.

**Weekly Initial Posting Evaluation Rubric:**

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<th>Does the student specifically answer all parts of the question?</th>
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<tr>
<td>1</td>
<td>Does the student refer to the course literature to support their views, and use correct referencing?</td>
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<tr>
<td>1</td>
<td>Does the student construct and develop their argument or proposition clearly and logically, demonstrating they have read &amp; understood the unit lesson and readings?</td>
</tr>
<tr>
<td>1</td>
<td>Does the student provide examples to illustrate the concepts?</td>
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<tr>
<td>1</td>
<td>Is the submission well written, grammatically correct, and within the word limit?</td>
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**Follow up Discussion Postings Rubric:**

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<th>Does the student constructively build on theories or arguments put forward by other students?</th>
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<tr>
<td>1</td>
<td>Has the student posted follow up discussion, explained concepts and provided examples?</td>
</tr>
<tr>
<td>1</td>
<td>Does the student raise pertinent issues and bring in new material and references?</td>
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<tr>
<td>1</td>
<td>Does the student present ideas clearly and articulately and put forward their propositions and arguments in a well-constructed and understandable manner?</td>
</tr>
<tr>
<td>1</td>
<td>Does the student show they have read &amp; evaluated ideas, theories &amp; other students’ arguments?</td>
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Reforming Government Assignments #1 and #2

What is the Rationale for these Assignments?

This two-part assignment asks you to explore a reform of your choice and begin to suggest appropriate strategies to address the identified problem. The reform might be one in which you are engaged at work or one that resonates with you because you are worried about an issue or have had experience with it in other contexts. During the semester you will be required to ‘build’ your briefs by making a weekly posting by Saturday evening – the posting will be sent directly to me at the Reform Paper Forum, only to be reviewed by you and your instructor.

Your assignments will synthesize a large amount of detail and complexity, but should do so with plain, concise language so the reader can easily understand the heart of the issue, its background, the entities involved, available evidence, and the reform and strategies you have in mind. You should cite sources and list references, so the reader knows about sources of information and where to go for more detail.

Assignment #1: Reform Scoping Review

Length: approximately 5-6 pages; 12-point font, single-spaced; space between paragraphs and heading; no page numbers on first page & page numbers thereafter; and references on extra page. You can insert annexes if you have detailed clumps of information or background you think is useful for readers to see.

Submit: as Word (.doc or .docx) attachment

Format: APA citations (without abstract). See sample and video on CourseSpaces site.

Description:
In the first assignment, you will begin the research needed to explore a government reform of your choice, which you will research and analyze throughout the courses. In short paragraph form and using the following questions as a guides and headings, provide the following information about your policy.

1. What is the problem, gaps or needs that your reform is seeking to address?
2. What is the necessary background, history and other facts one needs to understand why this reform is needed and the character of the problem? How well does the current policy or administrative regime serve key stakeholders? What is the quality of the evidence on this? Has there been recent precipitating events, studies, or calls for action?
3. What entities administer the policies and services your reform is seeking to improve? What is the instrument constituency? What is the prevailing ‘policy image’ which guides this regime?
4. What is the full range of entities material to the reform initiative? Are you proposing to shift how the current instrument constituency thinks about the challenge and future directions? Or are you trying to identify new instruments and/or expand or shift the network responsible for implementing the reform and instituting a new policy regime?
5. Is the reform initiative focused on adopting new digital tools and approaches, or leveraging them while relying on other policy or governing instruments?

You will have opportunity to continue to revise your reform ideas and diagnosis as you gather more information and we address the rest of the themes in the course.
Assignment #2: Final Reform Briefing Paper

Length: approximately 8-10 pages; 12-point font; single-spaced; space between paragraphs and heading, no page numbers on first page & page numbers thereafter; references on extra page.

Submit: as Word (.doc or .docx) attachment

Format: APA citations (without abstract)

Description:
This paper builds on and elaborates the analysis of the reform issue and initiative you submitted in the first assignment. However, the material to be added for the second assignment is more forward-looking. So, in addition to the topics identified for Assignment 1, you should address the following questions:

6. What is the specific entity (or coalition) leading the reform, which will receive your note?
7. What are the strategies, budget, phases, and timeframes you propose for implementing the reform (e.g. securing authorities, building capacity, negotiating agreements, etc.)?
8. What are the barriers and likely resistance to the reform? What other pressures might be felt by the lead entities as well as the entities which are the objects of reform? Do you need to adjust the strategies and pacing of reform implementation with this in mind?
9. How do you propose to monitor progress and ensure the reform initiative is kept on track? Will new capacity need to be established for this purpose?

Your paper must have a Reference section and will likely have several annexes containing details which cannot be elaborated in the main body of the paper. Please note that your paper will not likely work by simply adding to Assignment #1: indeed, you will be learning more about your reform, changing your mind about its focus or way forward, and therefore will have to revisit and rebalance the Assignment #1 material contained so that Assignment #2 works well as an integrated paper.

Formatting Requirements for Assignments #1 and 2

When submitting an assignment, you are required to follow these formatting guidelines:
- Submit your assignment as a Word document (.doc or .docx).
- Use single-spacing for all your assignments and Times New Roman 12 point font
- Use one-inch margins and include page numbers in your assignments, except on first page
- Please name filename of your document like this: LastName_Assignment_x.docx
- Be sure to proof your assignments well for spelling mistakes and other editorial errors

Assessment Criteria

In all of your written work for this course, the instructor will be looking for evidence of **expression**, **organization**, and **content**. The instructor has defined these criteria as follows:
- **Expression**: You write well, precisely and plainly, use concepts from the course.
- **Organization**: You respect the briefing note form, use headings, use available space well.
- **Content**: Your work demonstrates understanding of the issue, appreciates the needs of the minister, reveals good research on the issue and stakeholders, develops workable & distinct options, identifies a recommend approach and plan; coherence across parts of the note.
ADMN 470 “REFORMING GOVERNMENT” AND HOW IT RELATES TO THE SPA COMPETENCY FRAMEWORK

FOUNDATIONAL KNOWLEDGE, STRATEGIC AND CONTEXTUAL AWARENESS

Advances an agenda in complex settings by:
- Identifying and understanding high priority problems and trends, and government reforms
- Understanding relevant institutional dynamics, processes, and operational realities for the four orders of government in Canada as they design and enact reforms
- Establishing where authority, power and influence are located and how they influence setting agendas and how things get done, and what it takes to implement reforms
- Understanding the organizational and interpersonal cultural dynamics and how they influence agenda-setting and organizational decision-making, especially for reforms working across boundaries

CRITICAL AND INNOVATIVE THINKING AND ANALYSIS

Approaches a situation or issue by:
- Defining the problem and assessing its importance, and appraising reforms as responses
- Collecting relevant information and available evidence, and critically assessing its significance

CREATIVE LEADERSHIP AND MANAGEMENT

Approaches an organizational or interpersonal decision-making situation by:
- Identifying the factors (institutional, policy, program, interpersonal, cultural) relevant in making a decision or pursuing an agenda, here leading to and implementing a reform
- Offering clear, motivating, and relevant direction about how to enact reforms
- Recognizing, respecting and soliciting different views from stakeholders and citizens, encouraging open discussion, and negotiating appropriate and acceptable solutions to further reform
- Respecting cultural differences and practicing collaboration and teamwork in the context of reform

COMMUNICATION, ENGAGEMENT AND COLLABORATION

Effectively communicates and engages with individuals and groups in the workplace and in the community by:
- Acquiring communication skills both for writing and oral presentations
- Using and having the capacity to learn appropriate presentation software, graphics, and other aids to clearly convey complex or technical information
- Developing collaborative skills and strategies to engage difference and diverse actors for reform
- Using collaborative strategies to address contemporary challenges with diverse citizenries and getting people engaged in change, particularly among organizations and staff implementing reform

PROFESSIONALISM, ETHICS, AND RESPECT

Acts with integrity, courage, and care towards individuals, groups both within the workplace and in the community by:
- Having the capacity to critically assess policy, program and organizational decisions (and reform), and situations from an ethical standpoint
- Balancing the interests of individuals, groups, institutions and communities when enacting reform

INDIGENOUS HISTORY, TRADITIONS, KNOWLEDGE BASES AND GOVERNANCE STRUCTURES

Acts with an understanding of Indigenous history and worldviews, colonialism and its effects, cultural humility and nation-to-nation relations by:
- Understanding Indigenous worldviews and their implications for policy development, engagement and research, and identifying opportunities and implementing needed reforms