Instructor: Jonathan W. Delano, J.D.
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Day/Time: 6:00 p.m. to 8:50 p.m.
Thursdays, 1002 Hamburg Hall

Office Hours: Arrange by Appointment

Prerequisites: None

Course Description:

"He'll sit here," Truman would remark (tapping his desk for emphasis), "and he'll say, 'Do this! Do that! And nothing will happen. Poor Ike -- it won't be a bit like the Army. He'll find it very frustrating."

-- President Truman on how General Eisenhower would view the presidency, 1952.

Presidents, governors, legislators, elected officials, and judges have issued orders, passed laws, approved policies, and set goals for hundreds of years. But approving or legislating the most enlightened public policy or program does not guarantee that it will be implemented in an effective way -- or even in the way intended by the policy maker. Rarely are the people who make public policy decisions the ones who implement those decisions.

In a democratic government, saying it is does not make it so!

This course is designed to study, review, and analyze policy implementation in the public sector. This is a look at government bureaucracy, and how to improve policy implementation in the 21st Century!
In a democratic society, how does one effectively get from the declaration of a policy to its implementation, particularly when implementation has been such a low priority for our elected officials?

Implementation involves the complex interactions of many elements: translating ideas into workable programs; making decisions for both program design and operation; communicating with both constituencies and affected decision-makers; overcoming the resistance of bureaucrats; and assessing and evaluating the results.

Examples of programs and policies will be used throughout the course. Each student, as a member of a team, will develop an implementation plan for a selected policy or program. The course will also involve lots of reading that highlight implementation issues.

Course Objectives:

This course is designed to help the student understand and appreciate the critical issues involved in the implementation of public policy and programs. Sadly, public policy implementation has not been a popular field of study, despite its importance to the success or failure of public decisions. The lack of understanding of policy implementation may help explain public frustration with government in general. This course will help the student of public affairs recognize the key factors that turn policy decisions into positive reality.

Class Requirements:

(1) Each class will involve a discussion and analysis of assigned readings, as well as a "Socratic method" discussion of a key component of the implementation process.

(2) By the third session, students will team up with others in the class for a project to develop an implementation plan [see below].

(3) Students should stay abreast of current news and media treatment of topical issues involving implementation and be prepared to raise them with the instructor and classmates at each class.

(4) To help focus on current policy implementation issues, the instructor may distribute articles that all students will receive and for which a student team may be responsible for reviewing with the class with a particular focus on the policy implementation issues raised.
(5) On the last day of class, the instructor will give a brief “mini quiz” based on all the materials distributed to the class, the readings assigned, and the class discussion. This helps the instructor separate the A students from the others.

Implementation Plan:

By the third session, each team will have picked a piece of legislation not yet law for which you will develop an implementation plan. The implementation plan, which should be a minimum of fifteen pages double-spaced, must be emailed on the due date.

Your paper should present your plan of how you would implement the bill, if enacted, and should, at a minimum, address the following components: communication, resources, attitudes, and structure.

Class discussion will provide more details on each of these components to assist you in developing your plan. Your paper should address these issues and make a convincing case that your plan will be effective. The paper should show a comprehensive grasp of the issues and the problems and indicate that you considered various options and alternatives. Include references to the readings and a reference list. Grammar, syntax, and punctuation are important. Please proofread!

The most important parts of your paper are the soundness of the analysis, the comprehensiveness of the discussion, the recognition of relevant issues and factors, the creativity and perceptiveness of your plan, and the strength of your arguments that your plan will work!

Grading:

Grading will be based on the following:

* Implementation Plan 33%
* Class Participation 33%
* Mini Quiz 34%

This instructor believes that students should be encouraged to speak freely and openly in the classroom. No comment is too unimportant, and no question is too silly. And there are rarely right or wrong answers. This course requires you to be an active participant in the classroom. With so few classes, attendance should be mandatory. You cannot achieve the top grade unless you open your mouth!
Free speech requires students to feel free to say whatever they want without worrying that their words will come back to haunt them on YouTube! As long as we respect each other as individuals, there is no “political correctness” with respect to the thought and content of views expressed in this classroom. To guarantee freedom of expression, no student may record or tape any classroom activity without the express written consent of this instructor. If a student believes that he/she is disabled and needs to record or tape classroom activities, he/she should contact the Office of Disability Resources to request an appropriate accommodation.

Finally, during class, note-taking on laptops is fine. But we need you to stay focused on the class discussion and not engaged in other internet activity, which can be distractive to others sitting around you in class. And, please as a courtesy to others, shut off your cell phones and do not text message during class. If emergencies arise, feel free to leave the classroom to take care of them.

Texts:


Hand-outs from the instructor.
CLASS SCHEDULE & ASSIGNMENTS

March 23: **INTRODUCTIONS**

Review of Syllabus
What is Public Policy Implementation?

March 30: **COMMUNICATIONS/CORE STRATEGY**

Discussion of "Communications"
Doig & Hargrove, Chapter 1
Osborne & Plastrik, “Core Strategy” (pp. 11-148)

April 6: **RESOURCES/CONSEQUENCES STRATEGY**

Discussion of "Resources"
Doig & Hargrove, Chapters 2, 6
Osborne & Plastrik, “Consequences Strategy” (pp. 149-272)

April 13: **ATTITUDES/CUSTOMER STRATEGY**

Discussion of "Attitudes/Dispositions"
Doig & Hargrove, Chapters 4, 8
Osborne & Plastrik, “Customer Strategy” (pp. 273-388)

April 20: **STRUCTURE & ORGANIZATION/CONTROL STRATEGY**

Discussion of "Structure/Organization"
Doig & Hargrove, Chapters 5, 7
Osborne & Plastrik, “Control Strategy” (pp. 389-530)

April 27: **PROBLEMS & PROSPECTS/CULTURE STRATEGY**

Discussion of "Problems & Prospects"
Doig & Hargrove, Chapter 3
Osborne & Plastrik, “Culture Strategy” (pp. 521-610)
May 4: **THE WAY IT REALLY WORKS**

Deconstructing Policy Implementation
Suskind, *The Price of Loyalty*

Guest Panel of Government Officials

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May 11: **Cookies & Mini-Quiz**

May 12 (midnight): **Implementation Papers Due**

*ALL IMPLEMENTATION PAPERS MUST BE EMAILED TO ME BY 12:00 MIDNIGHT FRIDAY, MAY 12, SO THAT I CAN GET GRADES SUBMITTED IN TIME FOR THE AWARDING OF THOSE DEGREES. NO EXCEPTIONS*