

A Plan  
for the Development of STM  
as a Research and Curriculum Area of the Kennedy School

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1.0. STM as a Research and Curriculum Area

(This discussion is based on discussions in the Course Re-Numbering Committee, and on the opening discussion of the STM Festival.)

The Strategic Management of Public Organizations has been established as one of the three principal domains of the Kennedy School's curriculum. Its aim is to help those Kennedy School students who would like to exercise leadership in the public sector from positions atop or within public sector organizations. What unifies the area is its pre-occupation with organizations as both an asset and a constraint on an individual's capacity to exercise leadership and achieve results in the public sector.

Note that in a business school, preparing people for organizational leadership is an obvious focus (though, increasingly, business schools are preparing people to be investors, deal makers, strategic planners and consultants as well as organizational leaders). In a school training people for leadership in the public sector, organizational leadership is a less obvious focus. Both shaping and representing political forces in the society (PAL), and providing expert policy advice (API) represent plausible alternative platforms from which one may exercise leadership. That is why the KSG's perspective must remain at least somewhat divided and not concentrate exclusively on managerial contexts -- even when it stays rigorously focused on its professional school mission.

STM shares important academic terrain with both Institutional Analysis (part of API), and with Political Advocacy and Leadership (a curricular area in itself). Insofar as these other worlds find their intellectual roots in explanatory theories of how organizations and collective decision-making processes work as they do, STM will inevitably draw on them for aid in developing diagnostic insights into how these processes will operate in the absence of a particular intervention by a manager, and what the effects of particular interventions are likely to be. Moreover, many of the important interventions that managers might make (e.g. trying to influence the political debate about the ends their organizations should serve and the means they should rely on, and the amount of innovation they ought to engage in; or shaping the incentives and operations in their own organizations through the manipulation of administrative and operational systems) are similar to the instruments whose effects are studied by those political scientists and organizational theorists who work in the fields of politics and organizational behavior.

There are also some important reasons for STM to remain close to many of the so-called "analytic" fields. Economic theory, for example, offers some important ways of drawing the boundary between what should be public and what private, for estimating the value of public sector enterprises, for predicting the behavior of publicly regulated private enterprises, and for understanding the abstract structure of the relationship between "principals" and "agents". Statistics offers some important ways for evaluating the performance of public organizations, and for designing sampling and quality control systems. Operations research offers some important insights into the deployment of operational resources, handling queues and peak load problems, optimizing inventories, and so on. So, there is lots in the analytic courses that would be valuable to public sector managers in diagnosing their situation and optimizing their performance.

Still, what makes the concerns of STM unique is the interest in integrating the insights that come from political science, organization theory, economics, statistics, and operations research into the design of a set of actions that a particular manager could take in a particular concrete situation to enhance the overall performance of the organization he or she leads in the short and long run. It is the focus on integration, with the attention on the particular diagnostic skills, and with the knowledge of the particular kinds of interventions that managers can make that establishes the central core of the STM area.

There is debate, of course, about whether this focus on the unique perspective established by STM is appropriate or not. The argument against is that this focus is not sufficiently academic, and that it uselessly excludes or de-emphasizes some other important contributing academic disciplines. (It may also be important that it divides rather than unifies those in the school who are interested in institutions and concrete analyses from those who are interested in analytic abstractions, and that weakens a group that needs to be unified within the school.) The argument for retaining the sharper focus is that it is consistent with the unique and distinctive challenge of being a professional school, that we now have a comparative advantage in this domain, and that the best way to press forward is to focus much of our work on this problem.

In reality, the issue is largely one of emphasis, not exclusivity. It seems wise to push the STM focus forward as a distinctive focus of the Kennedy School, but also to carry along as many people as possible by keeping the boundary of what STM consists of a little bit fuzzy. The price we pay for this is not being able to present a coherent idea of the field. The benefit we get is to include more people and keep ourselves closer to recognized academic disciplines.

One last point: it is important to think of STM (or "STM Enhanced") as a domain for research as well as curriculum. The goal of the research should be to clarify and test the ideas that we are presenting in our STM courses.

## 2.0. Educational Philosophy and Core Competencies of STM

(This discussion is based on one discussion of the sub-committee on Educational Philosophy and Core Competencies, and on a note written by Moore following the STM Festival)

The discussion of what the overall educational philosophy of the STM area should be, and what particular core competencies would be required, proceeded from an analysis of what the distinctive competence of the Kennedy School should be in preparing public managers (in comparison with institutions such as the Maxwell School or the Federal Executive Institute). Four principal tenets emerged.

### 2.1. An Integrated, Value Seeking Perspective

First, the Kennedy School's STM curriculum should focus particular attention on developing the skills of "synthesis and integration" for managers in particular positions who face particular concrete situations.

The development of this perspective involves helping people recognize and become committed to the pursuit of values that go beyond individual success, or organizational survival, to making the world a better place over the long run by building organizations that were "value creating" or capable of "doing the work".

It also involves learning how to use both political processes and analytic techniques to help provide guidance about what constitutes "public value", or the ends to be pursued by a public sector organization.

And, it involves building organizations that can not only achieve mandated missions efficiently, effectively, and reliably, and remain properly accountable to their overseers, but also can introduce important innovations within their existing missions, and adapt to take on new missions as their political or task environments change.

## 2.2. Specific Competencies

The general story of strategic management in the public sector that constituted the integrative, synthetic view, also had to be built up from core competencies in particular areas. Indeed, what was key was that students develop the capacity to range broadly over the different perspectives and tools of management. They should be able to deal with high level abstractions, and nitty gritty details; with important questions about political authorization, as well as the manipulation of administrative systems to influence their organizations to produce specific results; with important questions about values and ends as well as technical questions about means.

One plausible list of the core competencies that comprise the domain of STM is presented in Table 1. An important challenge to the STM faculty is to present a curriculum that is both highly integrative and importantly differentiated. The way we have thought of accomplishing this goal in the past has been to develop a one or two semester "core course" that told the general story of public management, and encouraged the integration of the diverse techniques; and to maintain a large set of differentiated courses designed to teach some of the core competencies, and all together to accumulate to the more general story that was to be told.

Over the last several years, we have not worked collectively on the curriculum offerings and each individual instructor has developed a course or courses in the way that seemed best from her/his perspective. That sort of curriculum development has the enormous advantage of allowing into the curriculum the particular, distinctive perspective that each faculty member brings to the enterprise. But it also makes it difficult for us to tell a coherent story about the general area to our students and our colleagues, and to ensure that students do not have to take courses which turn out to be largely redundant.

It is not clear that the best way to tell our general story and help develop the specialized core competencies is to have one course to do the first, and a set of courses covering the waterfront to deal with the second. But if that is not the answer, we need to develop a different answer, for that is the best answer we now have.

As a matter of educational philosophy, therefore, we ought to be able to explain and defend the organization of the curriculum within STM, as well as the relationship of STM to the curriculum outside its boundaries.

## 2.3. Diverse Audiences

A major educational problem we face is how best to tailor our STM teaching to different audiences within the school. To some degree, audiences are differentiated by their career aspirations -- some want to be policy analysts, some want to be managers, and some want to be political leaders. But the audiences are also distinguished by the programs in which they are participants -- some are MPP's, some are Mid-Career MPA's, and some are participants in (varying types of) Executive Programs.

We often assume that there is some correlation between these two dimensions (i.e. that the public policy students are more attuned to the goal of becoming analysts, while the mid-career and executive program students are committed to managerial careers). Further, we also assume that this fact explains some of the difficulties we face in teaching required management courses to the MPP's. Yet, we also know that there is some significant overlap in the experience and aspirations of the students in the different programs, and that we have sometimes succeeded with management courses for the MPPs and sometimes failed with the mid-career audiences.

The differences in our audiences affect both the substance of the courses and the pedagogy. For less experienced managers, we start with basic material on the behavior of political processes and organizations, and build to the design of interventions. With more experienced managers, we take much of the basic knowledge for granted, and focus much earlier on the design of effective interventions, and the important issues of values and ethics that arise in meeting administrative responsibilities. Similarly, with less experienced students, our pedagogic approach can be more didactic, while with experienced students it is more consultative and clinical.

At the moment, our own organizational structure puts an emphasis on building management courses across the school. The lines of differentiation are based more on different intellectual subjects than on different program audiences. This makes it a little more difficult but not impossible to develop a differentiated approach to our different audiences. One can imagine telling those who want to be analysts that they only have to take courses in Institutional Analysis, and designing those course to meet the particular need to improve their ability to estimate what policies could be adopted and successfully implemented in a particular situation. Similarly, one can imagine building courses keyed to different levels of previous experience that people had in operating within or on top of particular kinds of organizations. Yet, in all likelihood, the diverse audiences we now face will continue to be a problem for us.

#### 2.4. Beyond Intellect

As a matter of educational philosophy, we also recognize that successful management goes beyond the development of intellectual capabilities of students. Management can be aided and guided by the intellect. But it also depends on such things as imagination and creativity, perseverance, courage, charm, good-humor, and eloquence--as the ability to communicate effectively. We recognize that it is the intellect that is the primary focus of a university-based curriculum. But we also should design our courses in ways that help build and strengthen character as well as knowledge and intellect.

It is for this reason (as well as to appeal to the interests of students) that our courses should use a variety of pedagogic methods ranging from lectures and seminars, through case discussions and simulations, all the way to experiential learning and clinical experience. Only

techniques at the outer frontiers of this dimension really provide the capacity to affect "heart" and "stomach" as well as "mind." We should be bold in experimenting with pedagogy in this domain.

Indeed, in one of our meetings, Greg Parston drew an arresting diagram that is helpful in describing the range of possible approaches we could take in developing the STM curriculum. Figure 1 reproduces his diagram. The vertical axis describes what we are trying to teach: information, capacity for diagnosis and wider understandings, the ability to act. The horizontal axis describes the methods we use to teach: lectures, seminars, case discussions, simulations, experiential training, clinical experience. In general, the STM curriculum area is trying to move "northwest" in this space -- outward toward improved capacity for action relying on cases, simulations, and experiential training -- without straying too far from our base in a university.

### 3.0. Research to Improve Management

(This discussion is based on one meeting of the Research Committee and some individual reports on research activities submitted by members of that committee)

Perhaps the most important conclusion of the STM meetings last Spring was that STM should not be exclusively, indeed perhaps not even primarily, a curricular and teaching area. It was more important that it be considered a research area. Indeed, the STM faculty's greatest felt need was to be able to do more and better research on public management issues. The faculty was frustrated that there was no organized research effort going on in this domain, and little institutional support for this. Without a strong research base, the curriculum could not hope either to become or remain strong and vital. Nor could they succeed as individuals in the Kennedy School, or in the "academy" more generally.

Importantly, the perception that there was not much research going on is somewhat at odds with the facts. A review of research projects now undertaken or funded by STM faculty reveals a significant amount of research activity. Table 2 presents a partial listing of on-going or recently initiated research projects in the domain of STM. As one can see, major projects such as research into innovations in the public sector, the role that computing technology can play in improving the performance of public sector organizations, improving individual capacity for leadership, and increasing our understanding of non-profit organizations, stand alongside smaller projects focused on promoting "total quality management" and "service to the customer" in individual government organizations, and learning about how best to manage diversity in organizations.

The difference between the perception and the reality is probably best explained by the fact that the STM faculty group has few opportunities to come together as a group to talk about their research. It may also matter that there is no institutional recognition anywhere in the school of the school's commitment to research on public management and leadership. The

research centers in the school are focused primarily on substantive problems. While some venture into the subjects of implementation analysis, management, and leadership, none make this kind of research their predominant focus.

Indeed, this fault was recognized by the Ellwood Committee's review of research in the school. That committee recognized that there was no institutional focus in the school for developing what was thought to be the distinctive core methods of our discipline: i.e. policy analysis, management, and the exercise of political leadership. The economists, also denied any particular institutional recognition within the school, have nonetheless found a nearby substitute -- the NBER. Those interested in applications of social science methods to practical problems in designing or implementing policies, however, have not. Arguably, there is a greater need for the school to promote public management research than economic research since it is both more central to the school's unique mission and less well supported elsewhere. Indeed, it seems particularly ironic that the Kennedy School has buildings and physical spaces contributed by donors who thought they were helping the school improve public management (e.g. Belfer Center, and Weil Hall), but no on-going formal research programs.

These observations suggest the importance of finding means for accumulating the research that is now occurring into a more visible and coherent critical mass. Just as it was important to consolidate some of the existing substantive research centers to get a critical mass of faculty interacting on subjects that are important to the school, so it is important to find ways to consolidate the STM research activities into a coherent whole. Indeed, this might be an important opportunity for the Kennedy School to provide leadership to the rest of the University for there are many other schools with less capacity in public management than the Kennedy School who would nonetheless like to develop their capacities in this domain (e.g. Ed School, School of Public Health, Design School).

At a minimum, we should establish a University Wide Research Seminar on Public Management, or sponsor day long Research Conferences within the University Community.

Somewhat more ambitiously, we could organize to produce a volume of papers on some important aspect of public management (e.g.: a scholarly perspective on "re-engineering government"; or "applications of total quality management to public sector organizations"; or "public deliberation"; or "methods for defining and estimating public value"). We did this once on a shoe string when we wrote The Power of Public Ideas. We could probably do it again.

Joe Kalt has observed that the NBER has an important, slightly more ambitious (but still eminently feasible) model for how to do this well. In this model, the NBER decides on an important topic, an editor is chosen, the editor develops an idea of topics to be addressed and authors who could be commissioned, authors are commissioned, the group as a whole meets to discuss the project and present their ideas for their papers, the papers are written, the whole group gets together in a "summer institute" with some scholars and practitioners to discuss their

papers, a book is published. It seems that we could do a project like this if we could agree on an important, discussable topic. And it would be good to begin thinking about doing one of these books a year if we could identify the topics.

Even more ambitiously, we could establish a Forum for Public Management and Leadership -- a kind of loose network based in the Kennedy School but reaching out to many others within Harvard and the wider scholarly community. It would take the responsibility for hosting and organizing the Research Seminar, the Research Conferences, and the Summer Institute. It would also provide an intellectual and administrative home that would help the many diverse individual research projects accumulate into a critical mass of important scholarship on public and non-profit management.

The research committee made one additional important observation about our current research efforts. They observed that our research was almost entirely case based. Of course, this is not necessarily bad. It may be that this is the best way to investigate many of the subjects that interest us. It may also be that this is one of the important distinctive competencies of the Kennedy School. But it could also mean that we are missing some important other opportunities, and that there are other methods of research (such as surveys, "action research", or abstract reasoning about political processes and organizations) that could help us understand the area better and teach it more effectively to our students.

Indeed, one of the problems associated with our current research is that the individual projects are not undertaken on a large enough scale to produce convincing empirical answers to questions we want to address. Much of work relies on 1 to 4 cases, rather than the six or ten that might help to make the conclusions more convincing, or richer and more complex. The cases are rarely joined with surveys to provide a quantitative sense of how often the events we observe in individual cases are likely to occur in the overall universe of managerial problems or situations. And, we may not be working hard enough at clarifying our concepts and finding operational methods of testing our hypotheses and conclusions. In short, our research work is now too fragmented and too small to produce the answers we would like to produce. In principle, creating a "Forum" with a larger critical mass should allow us to get more out of our current research methods, and add more methods to our current portfolio of approaches.

#### 4.0. Curriculum and Teaching

We come finally to what was initially established as the major focus of STM activities -- the STM curriculum. The key questions are: 1) how good is it now; and 2) what can we do to make it better.



## 4.1. Evaluating the Curriculum

We can evaluate the curriculum from two different vantage points: 1) from what the students have said about the curriculum in both the past and the present; and 2) from our own perceptions of what is strong and weak. Note that each perspective deserves to be taken seriously. The students' views obviously matter since they are, in an important sense, the "customers" of our teaching. Yet, we should not take their views uncritically. We do not necessarily assume that they are always right in knowing what they need. What makes us a faculty is that we have our own views (based on reflection, research, and reading as well as contact with our students) about what is important to learn. In this respect, our own views about what is needed are worth taking seriously as well as the students' views.

### 4.11. Data from Student Evaluations

The most systematic source of information about what our students think of the effectiveness of the STM curriculum is the data captured in the student course evaluation process. Using the data from the last several years, I have constructed "control charts" for some of the largest and most continuous STM courses offered to both MPP and MPA-MC students. These are presented in Figures 2-10. The vertical axis represents the "overall effectiveness of the course" for the different academic years. When multiple sections are averaged, the individual section ratings are given in parenthesis or in a legend.

These charts suggest a few important conclusions about the overall, long term performance of our curriculum.

First, on the whole, we have done pretty well. The courses attract a large number of students. The students generally find them effective and useful.

Second, we have not been consistently excellent, and that is what our standard should be. Only a few of our courses have consistently been above 4.0. Yet virtually all have been above this level at least once. They also indicate that there is substantial variation in evaluations of the same course from one section to the other. And they also show that there is no consistent trend toward improvement from one to another across the courses. This suggests that we can sometimes perform excellently, but that we need to do it more consistently.

That we have difficulty with consistency should not be surprising given the way that we have staffed and developed the courses. We have not taken the time to develop teaching groups that are effective in sustaining performance across sections, or in building the excellence of the course over time. I think it is also clear from this data that we could improve the quality and consistency of our performance. Indeed, we could take as one indicator of our success in building the STM curriculum that our courses were consistently rated at 4.0 or better, or that there were consistently improving.

This, of course, is not the only indicator of performance we should use in evaluating our courses. We are all aware of the vulnerabilities of relying only on student evaluations to judge course quality. Other indicators we could develop to begin judging the quality of our courses include: 1) encouraging faculty visits across courses; 2) using common exams across sections of the same courses; 3) discussing the syllabi, perspectives, and one page substantive memos we prepared on our courses.

It is also worth noting that it is not necessarily true that either the "survey" courses or the "functional specialty" courses are consistently more successful than others. Some survey courses are consistently successful (e.g. STM-202), and some problematic (e.g. STM-101). Some "functional specialty" courses are consistently successful (e.g. "Productions and Operations Management"), and some more variable (e.g. STM-501).

#### 4.12. Data from Focus Groups

We also received information from the students in the form of focus groups and in large scale meetings. Inevitably, this information is harder to interpret systematically. Nonetheless, a few points came through strongly.

First, most students seemed confused by the STM curriculum and its relation to the other courses at the school. This was particularly pronounced in the Public Policy Program, but was also present in the minds of the Mid-Career students. Important factors contributing to their confusion included the fact that they were not sure what the overall aim of the management curriculum was, and they did not feel that their knowledge accumulated through the courses they took. Indeed, it sometimes seemed to them that they were taking the same course with the same ideas and materials several times. In short, the STM curriculum lacked both overall coherence, and clear internal differentiation.

Second, the Mid-Career students in particular thought that their own experiences were not being adequately exploited by the teachers of the STM curriculum. This may be the result of large classes, or of a general experience of having their professional experience de-valued by the MPA program, or of poor case teaching. But it may also reflect the fact that we have not taken the issue of how best to let the Mid-Career students express and use their experience in the classroom seriously enough. We may have been complacent about the capacity of case discussions to allow that to occur, and not realized that was simply not occurring for many of our students.

Third, at least some of the students thought the courses were not challenging enough. They did not make enough use of the existing literature on management. They did not expect people to learn particular techniques. They did not set high enough standards for the analysis of individual situations represented by the cases.

This assessment is also about what one would expect given the way that we have worked on the STM curriculum. As Greg Parston observed in his report:

Few faculty were able to comment knowledgeably (by their own admission) about the teaching approaches, courses, research or curriculum concerns of many of their fellow faculty members. Several faculty members commented that this lack of knowledge about what each other was doing was not a good thing -- one called it "tragic".

Given that we are not talking to one another about the curriculum, nor looking at one another's syllabus, nor working on the relationship of one course to another, it is not surprising that students taking more than one course in the STM area find it puzzling. The obvious answer is to begin discussions about what is included in the various courses, and to design the courses not only to be individually successful (and comfortable for teachers to teach), but also collectively coherent -- not only with respect to other STM courses, but also perhaps with respect to other courses at the school.

#### 4.2. Improving the Curriculum

These observations suggest a few important conclusions about what we need to do to strengthen the STM curriculum.

First, we need a powerful way to tell our overall story about strategic management in the public sector to both the MPP's and the MPA-MC's. Whether we need one or two core courses to do this, and if so, when the courses should be offered is an important question. The alternative would be to let the general story emerge from the way that we teach the individually differentiated courses.

In either case, it might be desirable for us to reach some agreement as a faculty on some key ideas about management that lie behind our STM curriculum: e.g. how we envision the job of public managers, what their ethical responsibilities are, what core competencies and techniques they must acquire, how the different techniques and skills are to be integrated. That is part of what might be accomplished by reaching agreement on a set of ideas about educational philosophy and core competencies.

To reach this agreement, it might be important that we all go back to school, and learn from our colleagues what each of us has been saying about management. That is why the one page substantive descriptions of our courses are important to develop and study collectively. If we took this idea a little bit further, we might produce collectively a paper, or a book of essays on the subject of STM that would give us a focus. There has to be a general philosophy of managing that informs and guides our curriculum. Ideally, the perspective we develop

would reflect the different cultural experiences of our students as well the different kinds of positions they have held in different kinds of organizations. In short, we may have to teach and refresh ourselves before we can do this for our students.

Second, we need to be able to differentiate among courses that seem to cover the same areas. At a minimum, this means conversations among faculty teaching courses with similar titles looking at one another's syllabi. More ambitiously, it means combining different courses into one course with more than one teacher, or more than one section.

Third, it seems clear that we need to fill some major gaps in the curriculum. We have stopped teaching a course on production and operations analysis. With Reich's departure, we may have lost some of our focus on political management and managing public deliberation. We have never had a course that focused narrowly on institutional structure (although Barzelay's course on institutional design comes close). It is not clear whether our courses on policy-making processes or budgeting cover the subject of strategic planning systems within organizations adequately. And it may be that there is something important we should do in the domain of "public sector marketing".

Fourth, we need to improve our methods for staffing courses, and developing individuals as teachers, and as members of teaching teams. Without such efforts, we cannot achieve our goals of having all our larger courses taught above the 4.0. level.

## 5.0 Recommendations for Action

Taken all together, the observations presented above suggest the following plan of action for improving research and curriculum.

### 5.1 A Commitment to Action and Achievement

First, we should understand that we are operating with a mandate from the Dean that the development of STM as a research and teaching enterprise is a high priority within the school. He has stated many times that STM remains one of the basic methodologies of the school, and that the school is committed to doing serious, large scale research in the area. He has also clearly committed himself to producing a consistently excellent curriculum to offer its many students who are interested in becoming more effective managers and leaders. Our job is to deliver on this mandate. We are in the implementation and innovation mode, not the policy deliberation mode.

### 5.2. Actions to Improve the Curriculum

Second, we should organize some faculty discussions within the STM faculty in which the basic concepts of STM can be set out and discussed and clarified. We can use some existing documents to serve as the basis for this activity. But we should also plan to produce

some more -- perhaps an edited volume of essays on the concept of strategic management. In producing this work together, we can learn more about what we think we mean by it.

Third, we need to form and resource a teaching group that can concentrate on improving the basic survey courses in STM for both MPP and MPA students. This is particularly urgent given the departure of some of the most successful teachers of these courses (e.g. Reich, Lindenberg, Solano).

Fourth, we need to develop some rudimentary mechanisms for improving the co-ordination and differentiation of the various courses within the STM area. This includes ad hoc curriculum reviews of bundles of courses that seem to be closely related.

Fifth, we need to identify major holes in our curriculum coverage, and decide whether we have enough faculty resources and enough potential student interest to justify further expansion of the curriculum into new areas.

Sixth, we should take as our quantitative goal to have all our courses -- but particularly our survey and high enrollment courses -- achieve scores of 4.0 or higher in overall effectiveness in student evaluations.

### 5.3. Actions to Improve Research

Seventh, we should organize either a monthly research seminar, or a quarterly series of research conferences focused on public management issues. These activities should be open to the entire university community, and should actively enlist the participation (perhaps even sponsorship) of individuals in the schools of education, public health, design, and business.

Eighth, we should try to organize a NBER type of summer institute on an important topic in public management.

Ninth, to help keep us organized, we should develop a Forum for Public Management and Leadership.

### 5.4. A Schedule of Specific Activities

To accomplish these goals, I propose the following activities for this Fall.

- 1) Meeting of the STM Group to Improve this Plan (Late Afternoon and Evening Meeting)
- 2) Meeting of STM Group to develop and discuss alternative ideas for a "Summer Institute" to produce a book of edited essays on public management.

3) Meeting of the STM Group to Review Our Curriculum, Teach one Another what we are Teaching; and Work on our Shared Educational Philosophy (Day Long Meeting)

4) Convening of Teaching Group for STM-101 to Ensure Consistent, High Quality Performance in this Core Course, and to Develop Core Substantive and Pedagogic Ideas for a Difficult Group of Students

5) Meeting of a Group of Faculty Working on the Ideas of "Service Management", "Total Quality Management", "Re-inventing Government", "Innovation" and "Management" to learn what each is teaching, and to design a University Wide Conference on this subject to be held in January, and to inaugurate a series of such intra-university conferences to be held on public management topics.

My assistant, Kincade Dunn, will be working to schedule these events. I hope you will give her your co-operation, and recognize that it will almost certainly be impossible to accommodate everyone. I apologize in advance for any inconvenience.

TABLE 1

The Core Competencies of STM

**I. Strategic Management**

Strategic Analysis and Diagnosis  
Defining Mission and Setting Goals  
Strategic Planning Systems  
The Management of Innovation  
Re-Positioning Organizations  
Creating Innovative Organizations

**II. Internal, Operational Management**

Designing Organizational Structures  
Financial Management and Control  
Management Information Systems  
Diagnosis and Engineering of Operational Systems  
Human Resource Management  
Performance Measurement and Evaluation

**III. External, Political Management**

Entrepreneurial Advocacy  
Managing Policy Development  
Negotiation  
Organizing Public Deliberation  
Managing Relations with Legislatures  
Managing Relations with the Press  
Managing Relations with Overhead Agencies

**IV. Developing Personal Skills and Effectiveness**

Ethics  
Organizational Leadership & Authority  
Using Authority Effectively  
Communication  
Interpersonal Skills  
Managing Diversity

**Figure 1**  
Competencies & Pedagogic Techniques

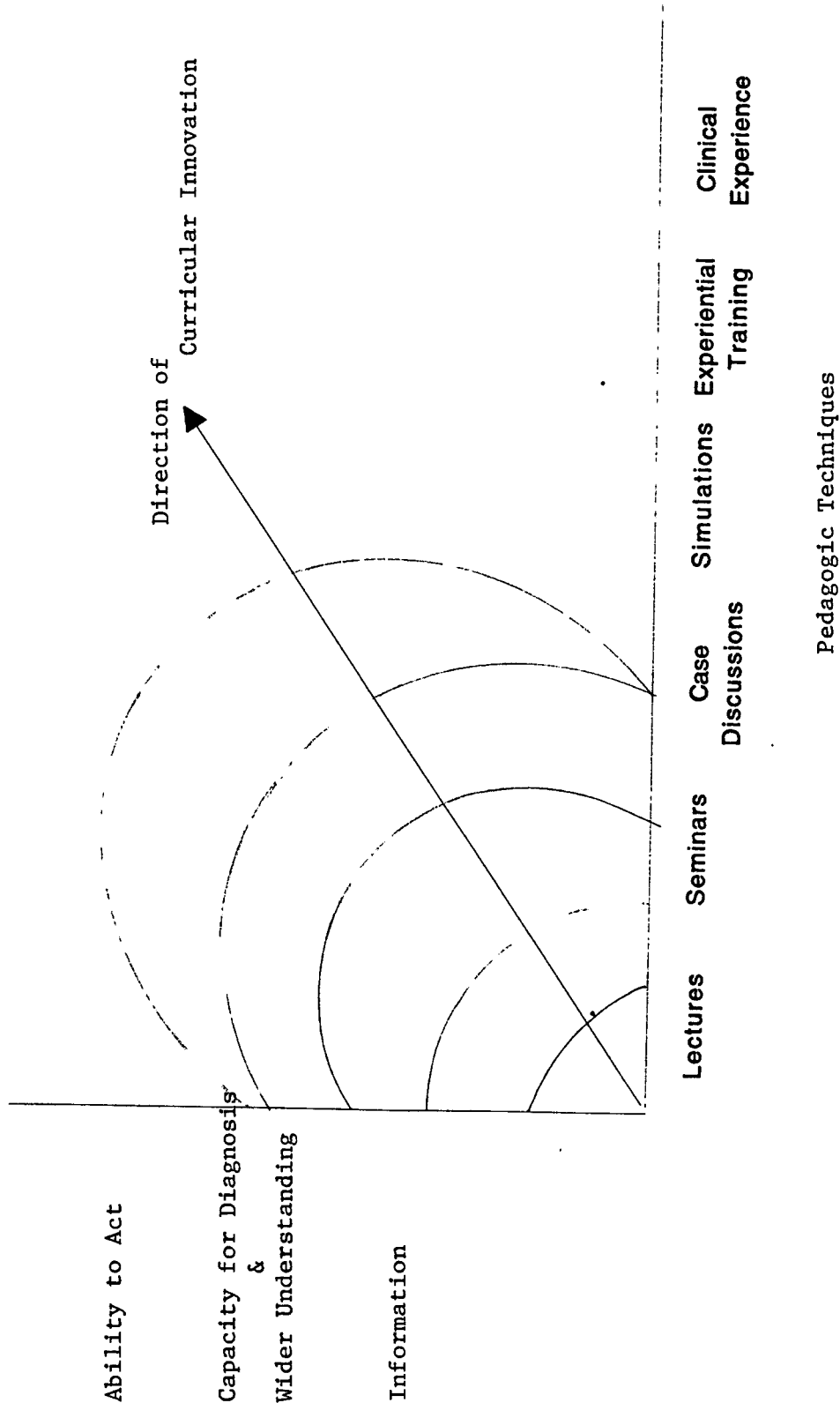




FIGURE 2-10

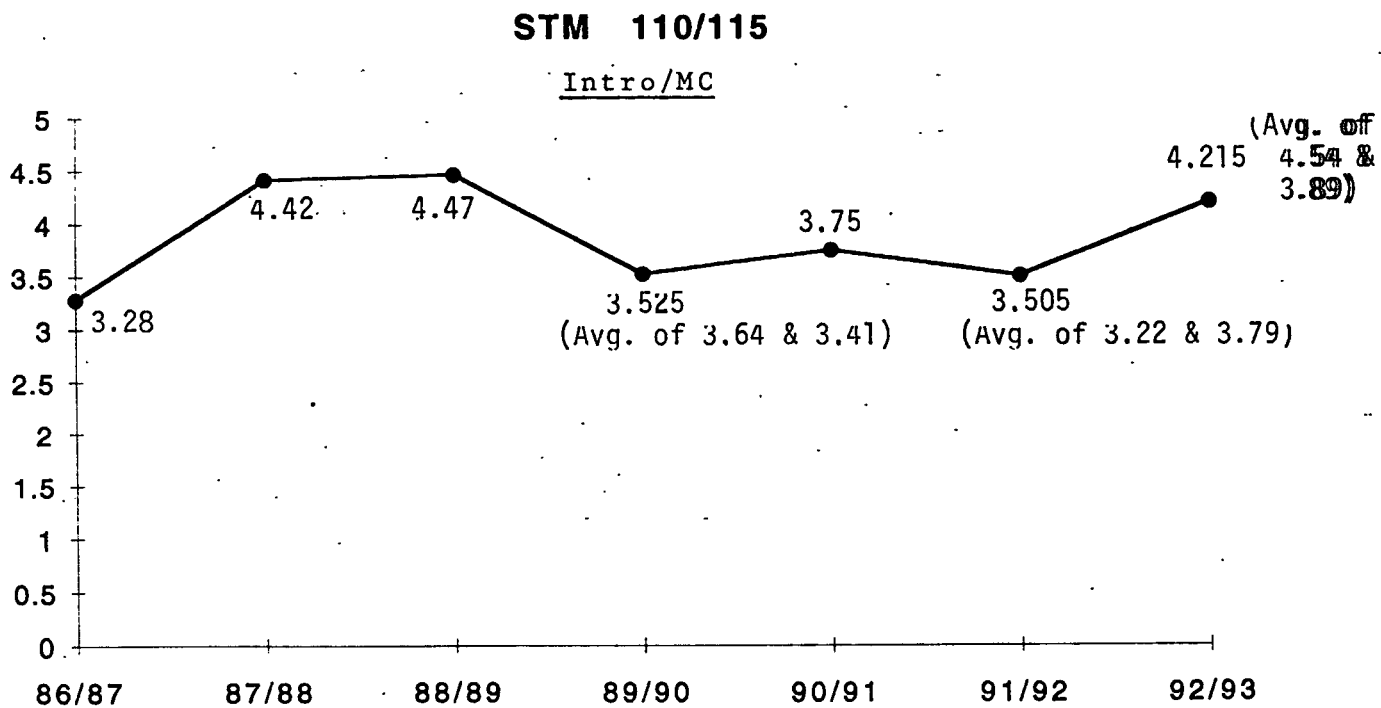
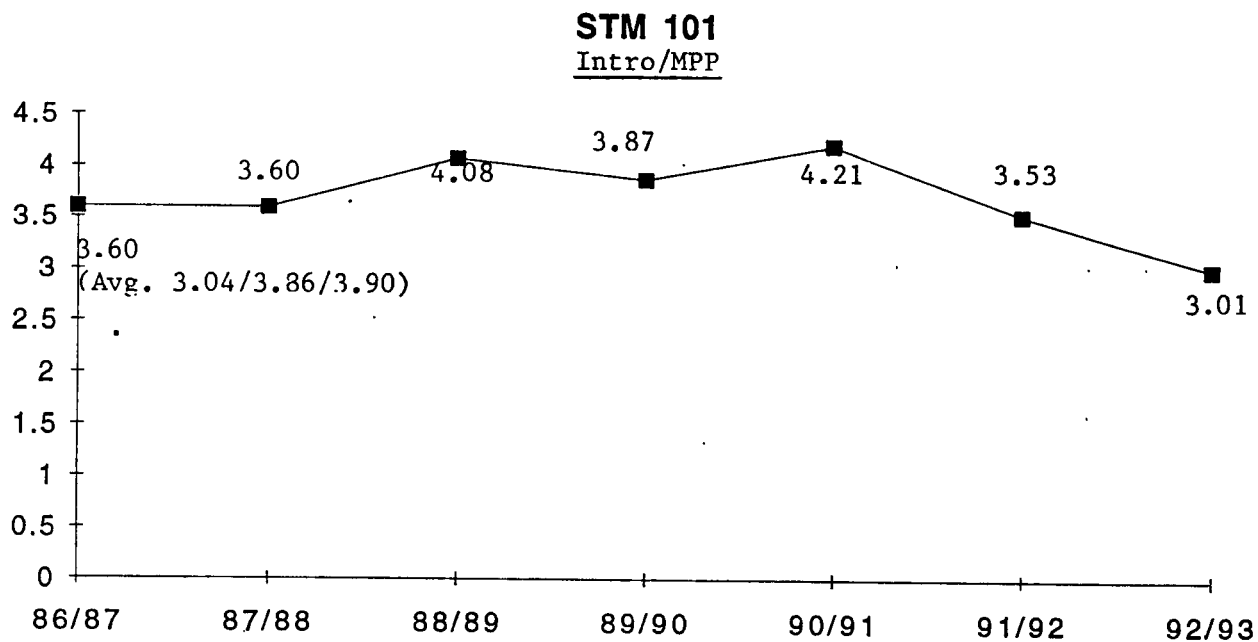


FIGURE 2-10

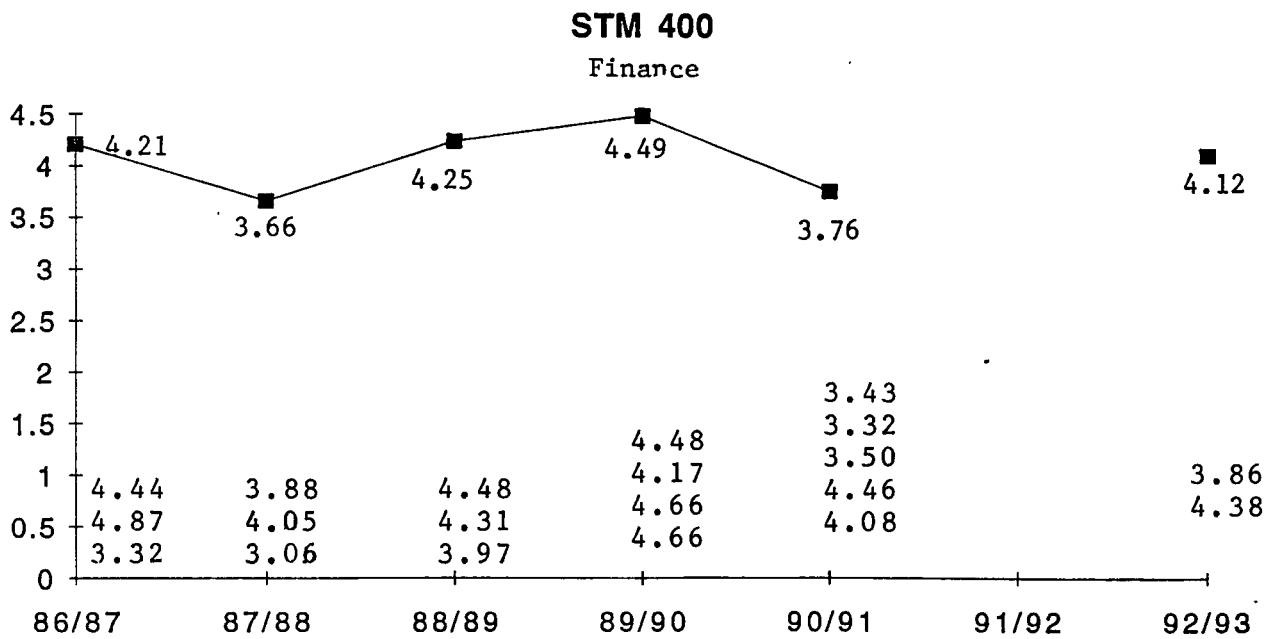
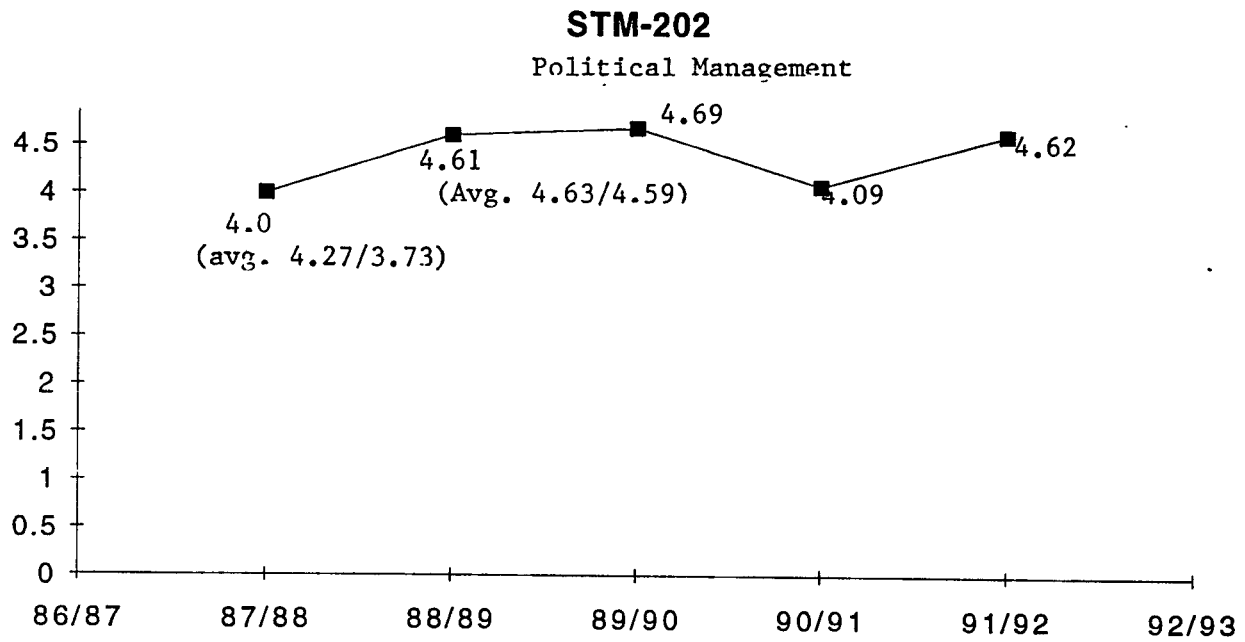
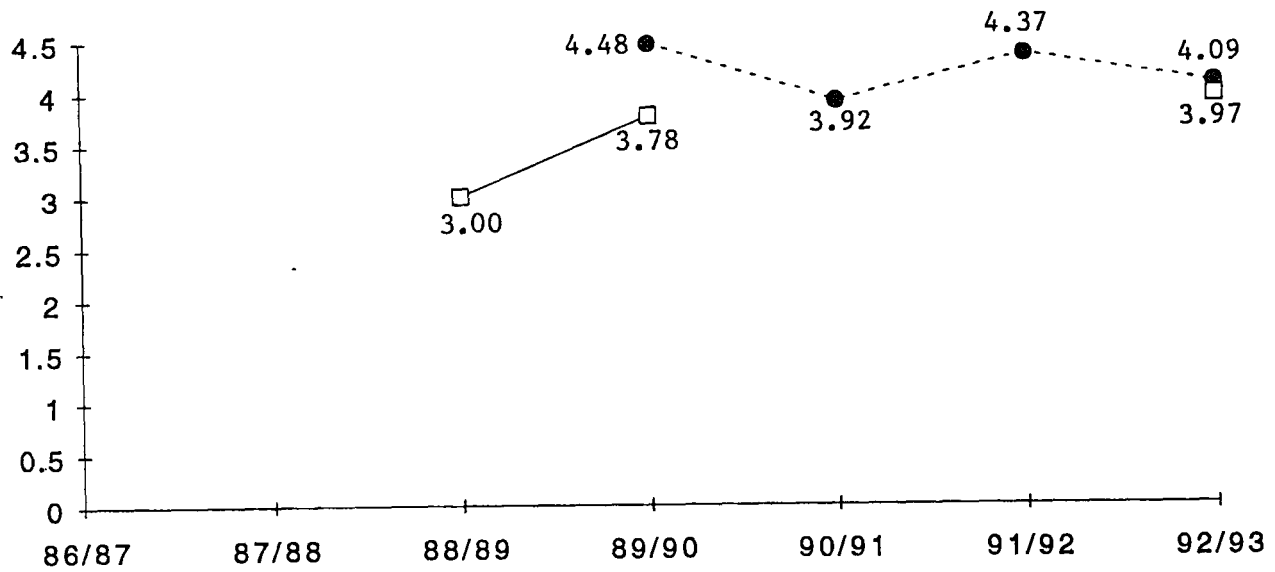


FIGURE 2-10

**stm 480/481**



**STM-501**

Human Resources

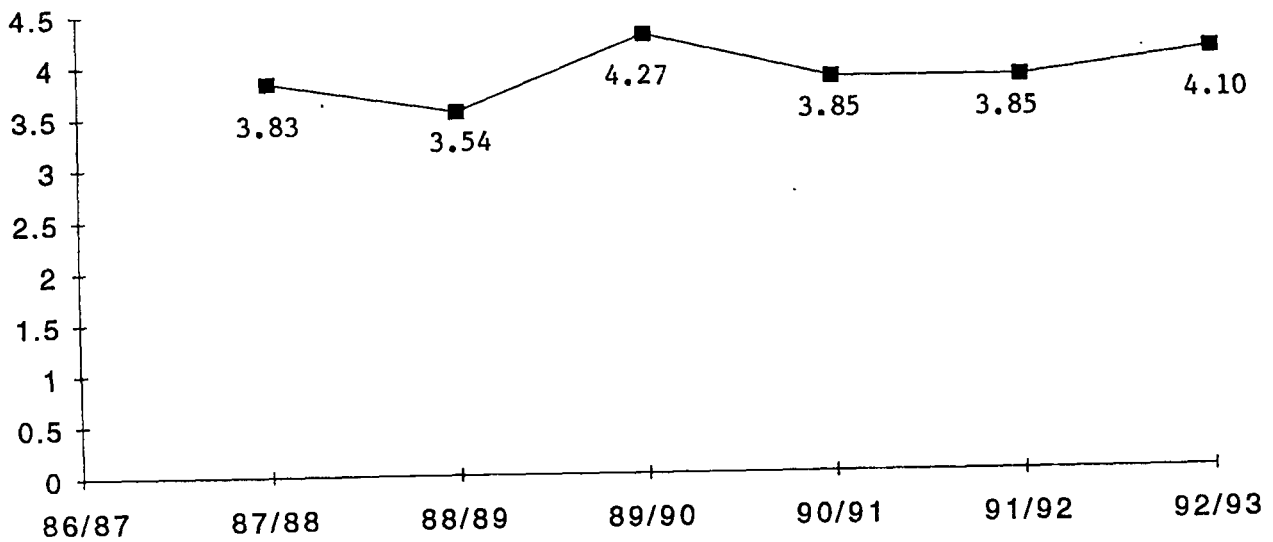
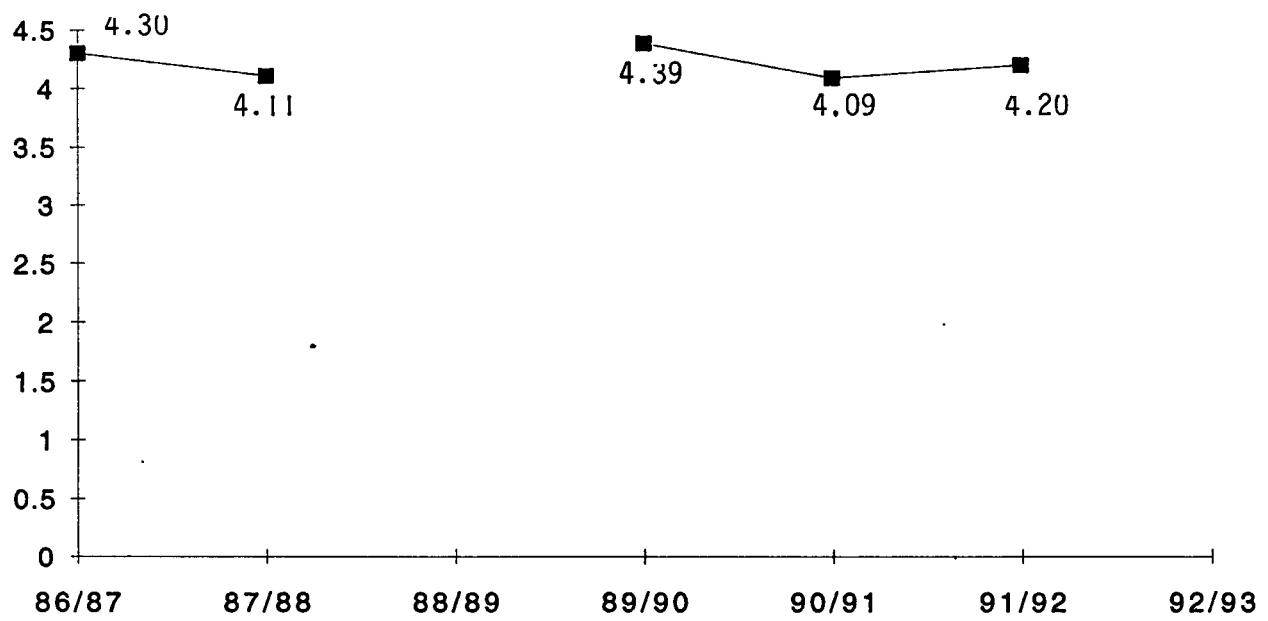


FIGURE 2-10

STM  
**P&O MGMT**



**TABLE 2**  
**STM Research Activities**

Researcher	Subject/Area/Institution
Altshuler	Central Artery/History of Project Harbridge House/Overcome Barriers to Intelligent Highway Systems Maine Development Foundation/Growth Mgmt. Maine & Vermont Moody's Investors Service/State & Local Revenue Forecast University Transportation Center (MIT)/various issues University of Colorado/The Public's Capital
Altshuler Behn Moore Zegans	Innovations in the Public Sector
Barzelay	Lebanon Public Administration Defense Logistics Agency Tax Administration
Brown Watkins	Bureau of Engraving & Printing/Strat. Analysis of Tech. & Org. Change
Clark	CIESIN/Global Change Information IBM/Press & Global Environmental Change MacArthur Foundation/Social Learning in Mgmt. of Global Envir. NSF/Social Learning in Mgmt. of Global Envir.
Ely	Ford Foundation/Mgmt. & Change in Multicultural Organizations
Heifetz	Leadership Program
Kalt	IRIS, U of Maryland/Cultural Norms, Effective Self-Government Kellogg Foundation/American Indian Case Development Case Studies
Kelman Fountain Kaboolian	Service to the Customer
Letts	Non-Profit Management
Mechling	Strategic Computing
Sparrow	Enforcement & Compliance Strategies
Trainor	DOD/DOD Exec. Mgmt. Development & Training
Watkins	Clark Fujimoto Enciasiti/Product Dev. World Auto Idustry
Watkins Ely	Negotiation Research
Watkins Trainor	Coalitions