European Perspectives for Public Administration Seminar “Public Administration and Practice”

5-6 April 2018
CNFPT (Centre national de la fonction publique territoriale) (Strasbourg, France)
Session 7: What kind of schools, disciplines and programs do we need?

Presentation Raffaella Saporito
EMPOWERING LIVES THROUGH KNOWLEDGE AND IMAGINATION

Public Administration and Practice: EPPA seminar on Practice

WHAT KIND OF SCHOOLS, DISCIPLINES AND PROGRAMS DO WE NEED? – THE PUBLIC MANAGEMENT PERSPECTIVE

Raffaella Saporito
Associate Professor of Practice

CNFPT, Strasbourg, 6 April 2018
<table>
<thead>
<tr>
<th>What kind of…</th>
<th>My point of view</th>
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<tbody>
<tr>
<td>Schools</td>
<td>The school of management of a private University (Bocconi), located in Milan</td>
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<tr>
<td>Disciplines</td>
<td>Management &amp; Organizational Studies, applied to the public sector</td>
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<td>Programs</td>
<td>Executive Education Programs (domestic &amp; international masters, opens programs, custom programs, …)</td>
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ESTABLISHED IN 1971 AS A BRANCH OF BOCCONI UNIVERSITY (1902)

9,000 PARTICIPANTS IN CUSTOM PROGRAMS
3,000 PARTICIPANTS IN OPEN EXECUTIVE PROGRAMS
600 PARTICIPANTS IN MASTER PROGRAMS FROM 70+ COUNTRIES
250 CORE FACULTY
100 STAFF

A SCHOOL IN THE SCHOOL?

+70 GHNP CORE FACULTY
+100 GHNP CUSTOM PROGRAM (RESEARCH & EXEC EDU)
+30 GHNP OPEN PROGRAMS

6 MASTER PROGRAM, and among them:
2 INTERNATIONAL PROGRAMS
1 INTERNATIONAL EXEC PROGRAMS (IIOO)
Stop feeding the **elephant**, feed the **mouse**!

Managerial Reforms & Tools

Managerial capacity
What are we doing to boost the managerial capacity?

«This book was supposed to change my life. It’s a while it’s on my desk, but nothing changed yet.»
AGENDA

A. Are we practicing what we preach?
   - Theoretical PM knowledge
   - Vs.
     - Practical application on a critical public service that we manage (exec edu for public managers)

B. Few ideas to re-design a learning-centred program

A. What if we apply what we teach to the practice of executive education?
**Do we practice what we preach (1/4)?**

<table>
<thead>
<tr>
<th>PM theory</th>
<th>PM exec edu practices</th>
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<tbody>
<tr>
<td>Dominance of the <strong>Public Governance</strong> paradigm: crucial role of</td>
<td>Looking at curricula, <em>dominance of a inward looking</em>: functional approach in which contents are frequently organized and delivered according to business functions (Organization, HR, Budgeting, Cost Accounting, Finance, Procurement, ...), instead of around the main challenges &amp; skills of public governance, such as strategy, negotiation, communication, collaboration, PPP, ...</td>
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<td>collaborative inter-organizational and inter-sectorial practices, networks and informal dimensions</td>
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Do we **practice** what we **preach** (2/4)?

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<td>Top-down injections of managerial tools and prescription (i.e. by reform) do not necessarily produce effective managerial practice. It PM tools are not an answer to an internal need of change, those tools risk to be translated into new ‘management-like’ formal procedures (<strong>Bureau-management risk</strong>).</td>
<td>Looking at the main course contents, often they where full of prescriptive ‘protocols’ (techniques, tools, methodologies, …) aiming at explaining how things need to be done from a managerial perspective (<strong>managerial ‘orthodoxy’</strong> where the teacher is the <strong>managerial ‘evangelist’</strong>). Even if this approach is largely appreciated (it’s so reassuring to have a protocol), how does the implementation story go, then?</td>
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Do we **practice** what we **preach** (3/4)?

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<td>Public service are <strong>co-produced</strong> within the user-prosumer, who should be put at the centre of the delivery process.</td>
<td>Methodologies and even classroom layout still reveal the <strong>dominance of the teacher-centred paradigm</strong>. How much exec students can work on (not just erratically discuss of) their own agendas and problems? Case-study and case-based simulations are still the more active learning tool diffused: do we really need case-studies when we have executives?</td>
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Do we **practice** what we **preach** (4/4)?

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<td>The PM &amp; isomorphism trap: <strong>legitimacy driven</strong>, more then effectiveness &amp; value creation driven</td>
<td>What is the value proposition of PM programs? How strong is the <strong>focus on degrees, credits, diplomas, formal aspects</strong>, etc… over the need for a consistent and significant learning experience able to empower our exec students, their managerial skills and decision making capacity?</td>
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B. Few **ideas** to re-design a learning-centred program
A Public Leadership Model to revise the curriculum
<table>
<thead>
<tr>
<th>COMPETENCY AREA</th>
<th>THEORETICAL MODEL</th>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>VALUES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMINISTRATION</strong></td>
<td>Bureaucracy</td>
<td>Legal framework</td>
<td>Ability to use and apply rules and administrative tools</td>
<td>Transparency, Accountability, Impartiality</td>
</tr>
<tr>
<td><strong>MANAGEMENT</strong></td>
<td>New Public Management</td>
<td>Theory and tools of public management</td>
<td>Ability to plan and evaluate results, to manage and motivate people, promote and drive change, control costs and attract resources.</td>
<td>Results orientation, openness to risks</td>
</tr>
<tr>
<td><strong>STRATEGIC VISIONING AND GOVERNANCE</strong></td>
<td>Public Governance e collaborative networks</td>
<td>Theory and logics of Public Governance</td>
<td>Ability to read interdependencies, develop collaborative practices, boost social innovation, understand political constraints, support critical decisions.</td>
<td>Collaboration, openness, innovation orientation.</td>
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Putting together **toolbox AND mindset**
Self-case study learning model

On campus

Abstraction
Reflection
Action

Lecture
Feedback session

On the job

Self-case study
Action Plan
A change management project work based master

- One-to-one feedback from the beginning with a professor/tutor
- Inputs from modules & seminars
- Course assignments
- Mid-term monitoring
- Small group feedback sessions
- Recruitment based on the PW
- Partnering with the funding PA on PW goals and topics
- Change management project work

Inputs from modules & seminars

Course assignments

Mid-term monitoring

Small group feedback sessions

Recruitment based on the PW

Partnering with the funding PA on PW goals and topics

One-to-one feedback from the beginning with a professor/tutor

Change management project work
The perceived value after the end of the program: **Survey post-master**

Top 3 most useful competences developed during the program:

- Support / Take critical decision
- Manage and develop people
- Drive and manage the change

Program impact in terms of career:
What do we need?

- A clear definition of our outcome: which impact we want to have?
- A clear definition of the program value proposition: legitimacy vs empowerment
- More leadership and decision-making skills, less technical and functional skills.
THANK YOU!

EMPOWERING LIVES THROUGH KNOWLEDGE AND IMAGINATION

RAFFAELLA SAPORITO
Associate Professor of Practice
Government, Health and Not for Profit Division
raffaella.saporito@sdabocconi.it