

**New York University  
Robert F. Wagner Graduate School  
Of Public Service**

**PADM-GP 4111 Managing Service Delivery**

**Course Information:**

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Dates: Monday & Wednesday, January 4th to January 29th

Class Time: 5:30-7:30 PM

Location: Silver Room 620

Instructor: Michael Thomas Duffy

**Course Goals and Objectives:**

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This course will help students understand the nuances, complexities and challenges of managing the delivery of services for a public purpose. Through the introduction of key concepts, issues, strategies and analytical methods, students will be able to understand the role of public managers in optimizing service delivery in an environment when demand is increasing and resources are scarce.

Specifically, the course is designed to enable students to:

- ✓ Gain insight into the dynamics of managing services, day-to-day;
- ✓ Understand theories of organizational processes and how they apply to the delivery of services to the public;
- ✓ Manage issues related to waiting for the provision of public services;
- ✓ Become familiar with the opportunities and pitfalls of privatizing public services;
- ✓ Understand how positioning the consumers of public services as customers has the potential to increase accountability;
- ✓ Learn basic concepts of supply chain management and how they apply to the provision of public services

**Readings:**

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There are three books on which the course will draw, John Alford & Janine O'Flynn, (2012) Rethinking Public Service Delivery; James Q. Wilson, (1989) Bureaucracy: What Government Agencies Do and Why they Do It; and John Kamensky and Albert Morales, (2006) Competition, Choice and Incentives in Government Programs, these, along with a few readings & case studies will be posted on NYU Classes.

## About the Instructor:

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Michael Thomas Duffy  
Lecturer in Public Administration  
Robert F. Wagner Graduate School of Public Service  
New York University

Office Hours: By Appointment

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Michael Thomas Duffy is a manager with extensive experience in the public, private and non-profit sectors; he is now the President of the Great Oaks Foundation. In this role he has spearheaded the launch of a new network of charter schools in Newark, NJ, New York's Lower East Side, Bridgeport, CT and Wilmington, DE.

Duffy had previously served as Director of the Charter School Office for the New York City Department of Education, working for three years under the leadership of Chancellor Joel Klein to help expand the number of high quality charter schools operating in NYC. Prior to that, he worked in Boston at two different charter high schools, one a start-up, the other a turnaround of a troubled school.

Duffy's efforts in education grew out of his work in the civil rights movement. In 1991 Massachusetts Governor William Weld appointed him to be the Chairman and Commissioner of the Commonwealth's civil rights enforcement commission, a position that he held for six years. In this role, Duffy pioneered the use of undercover investigations to enforce civil rights laws barring race and age discrimination in hiring. During that time Duffy testified before Congress several times and appeared at a White House conference on matters relating to the enforcement of civil rights laws.

Duffy later served in the Governor's cabinet as the Director of the Office of Consumer Affairs and Business Regulation where he oversaw the Division of Banks, the Division of Insurance, and the Department of Public Utilities, among other agencies. In 1997 while the head of Consumer Affairs, Duffy led an investigation into sub-prime mortgage lending, exposing unlawful practices that victimized vulnerable homeowners. In 2005, Duffy was appointed by Governor Romney to serve on the board of the Massachusetts Educational Finance Authority, a quasi-public agency that finances student loans.

While a resident of Massachusetts, Duffy twice was a candidate for public office and has worked or volunteered on dozens of political campaigns. He has also held leadership positions in the non-profit sector: he served on the Board of Directors of the Human Rights Campaign, for several years as its co-chair; he was also the Executive Director of the AIDS Action Committee of Massachusetts and currently serves on the Vestry of St. Bartholomew's Episcopal Church.

Duffy has a Master's degree in Public Policy from the Kennedy School of Government at Harvard University where he wrote his thesis on business support for child day care. He graduated Phi Beta Kappa from Trinity College in Connecticut with a degree in Economics. As an undergraduate, Duffy interned in both the Connecticut Legislature and the British Parliament.

## Assignments & Grades

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Your grade in this course is based on three components:

1. **Class Participation** – 30% - Your active participation is critical for your success in this short, intensive class. After your first absence, any additional absences from class without a medical or other serious emergency will result in a loss of ¼ of your participation grade per class missed. In addition to attendance, I will be looking for you to have read and thought about the readings, contribute to in-class discussion, and actively participate in case discussions.

**Discussion Facilitation** – On the first day of class, you will sign up to be a discussion facilitator for a small group case discussion. Depending on the number of people enrolled in the course, there will be 3 to 4 facilitators per class session. You should connect with the other facilitators of your designated case, and develop a list of up to 5 questions that get at the key issues in the case and the key themes and learning points from the week's readings. You should email your group's discussion questions to me by noon on the day of class. In addition to developing discussion questions, you will also play a role in facilitating part of the case discussion.

2. **Case Responses** – 30% - Due at the start of the class on the 6<sup>th</sup>, 11<sup>th</sup> and 13<sup>th</sup>, late submissions not accepted without prior approval. We will discuss 4 cases during this course. You are responsible for submitting a 1-2 page response to each of them, tying the assigned reading to the developments described in the case. You will be able to earn up to 10 points on each case response.
3. **Take Home Exam** – 40% - Given out at the end of class on January 13<sup>th</sup>, due at the beginning of the last class on January 20<sup>th</sup>.

## Weekly Topics and Readings:

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### January 4th – Introduction: Serving the Public

- *What are some of the basic concepts involved in the delivery of a public service? What is a public service?*
- *How is the provision of a “public” service similar and different to the provision of a “private” service?*

David Eddy Spicer (1995) “Managing the Underground City: The New York City Transit Authority Reclaims Its Subway Stations,” Kennedy School of Government Case Program

James Q. Wilson (1991) Bureaucracy, Chapters 17 & 18, “Problems” & “Rules”

**January 6th – Managing the Process**

- *What are the different lenses through which a public manager can understand different processes that exist for the provision of a public service?*
- *What are the applications of Garvin’s three approaches—Work, Behavior & Change—to organizational processes?*

Kirsten Lundberg (2000) “Reducing the Complaint Backlog at the EEOC,” Kennedy School of Government Case Program

David Garvin (1982) “Introduction: The Processes of Organization and Management” Harvard Business School Case Services

James L. Heskett (1992) “Notes on Service Mapping” Harvard Business School Case Services

Herbert Kaufman (1977) Red Tape, pages 1-3 and 29-59

Michael Lewis, Vanity Fair, November 2011, “California or Bust”

**January 11th – Managing the Wait for Public Services**

- *What are the factors that influence how a typical person experiences a wait for a public service? Is there a difference in how that is experienced whether the service is public or private?*
- *Given the scarcity of resources available to public managers relative to demand, what are the strategies available for mitigating or managing the wait?*

David H. Maister (2006) “University Health Services: Walk-In Clinic” Harvard Business School Case Services

David H. Maister (1985) “The Psychology of Waiting in Line” The Service Encounter, eds. J. Czepael, M. Solomon and C. Surprenent

David H. Maister (1979) Note on the Management of Queues” Harvard Business School Case Services

## **January 13th – Contracting out Public Service Delivery**

- *Under what circumstances does it make sense for a public manager to consider contracting out a public service to a private provider? What are the differences in doing so to a non-profit vs. a for-profit organization?*
- *What are the tools that a public manager can use to hold an outside provider accountable for the service they deliver? What are common pitfalls in this process?*

Howard Husock & Linda Kaboolian (1995) “Mayor Stephen Goldsmith: Organizing Competition in Indianapolis”

John Alford & Janine O’Flynn, (2012) Rethinking Public Service Delivery, Chapters 2, 3 & Chapter 4

Jonas Prager, (1994) “Contracting Out Government Services: Lessons from the Private Sector” *Public Administration Review*, March-April

John Kamensky and Albert Morales, (2006) Competition, Choice and Incentives in Government Programs, all.

## **January 30th – Understanding Supply Chain Management & Conclusion**

NOTE: Class will meet in Puck at the Rudin Family Room, 2<sup>nd</sup> Floor, 295 Lafayette Street. Class will run from 11:00AM to 2:00. (with a break for pizza)

- *What is a Supply Chain and what is its relevance in the provision of a public service? What should a public manager know about the dynamics of Supply Chain Management?*
- *What are the broad questions that inform the way in which a public manager approaches the responsibility of serving the public?*

Jacques S. Gansler, Robert Luby & Bonnie Kornberg, (2003) Transforming Government Supply Chain Management, pages 1-40

James Q. Wilson, (1991) Bureaucracy, Chapter 19, “Markets” & Chapter 20, “Bureaucracy and the Public Interest”