

## **PADM590 Network Governance**

**Spring, 2020**

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Appointment)  
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### **Course Description**

Welcome to PADM 590 Network Governance. This course focuses on the multi-level governance of networks of public, nonprofit and healthcare organizations (at the actor, pairwise ties, intra/inter group, and whole-network levels). Most of the material covered is drawn from the literature in organization studies and management, public administration, nonprofit management and health services research. Key areas of discussion within this course is outlined below in the tentative schedule. The course contains academic and practitioner-oriented materials and assignments in an effort to help you connect network and governance theory with organizational practices and to encourage you to think how network research might apply in a variety of public, nonprofit, and healthcare settings.

### **Course Objectives/Learning Outcomes**

By the end of this course, the successful student will be able to:

1. To familiarize you with the theories of networked governance and orient you toward thinking from a network perspective
2. Be able to accurately identify the major opportunities and obstacles associated with network management as addressed by scholars and practitioners from public, nonprofit and healthcare sectors
3. Develop strong knowledge of network evolution, mode of governance, network effectiveness and network innovation.
4. Develop cross-area understanding of the use of networks in policy networks, public management, emergency networks, health services research, and cross-sector collaboration
5. Develop skills in managing relational portfolios, including positive, neutral and negative ties,
6. Teamwork and presentation skills

### Supplemental Books:

Kilduff, Martin, and Wenpin Tsai. 2003. *Social Networks and Organizations*. London: Sage Publications (UNM Library has electronic copy).

John Scott and Peter J. Carrington. 2011. *The SAGE Handbook of Social Network Analysis*. (UNM library has electronic copy).

Tom Valente 2010. *Social Networks and Health: Models, Methods, and Applications*. Oxford University Press.

### Journals that publish social network research include:

Social Networks. <https://www.journals.elsevier.com/social-networks/>.

Journal of Public Administration Research and Theory

Perspectives on Public Management and Governance

Public Administration Review

Public Management Review

Health Care Management Review

New England Journal of Medicine

Nonprofit and Voluntary Sector Quarterly

Academy of Management Journal

Academy of Management Review

Organization Science

Administrative Science Quarterly

### Grading

6 Reading reflection and response (3 reflections and 3 responses, 5% each)	30%
Discussion lead (2-or3-person team co-lead)	10%
1 case analysis	20%
Simulation	10%
2 article extracts (10% each)	20%
Class participation*	<u>10%</u>
	100%

I will assign grades for points earned during the class according to the following scale:

A+ 97 and above A 93-96 A- 90-92

B+ 87-89, B 83-86, B- 80-82

C+ 77-79, C 73-76, C- 70-72

D+ 67-69, D 63-66, D- 60-62

F 59 points and below

Your class participation grade will be based on my opinion of the quality and quantity of your participation in class discussions concerning the lecture material, the readings, and the focused discussion. Attendance obviously matters in this regard (if you aren't here, you certainly can't participate), but mere attendance does not substitute for lack of participation in discussions. A grade of "A" on class participation may be earned by attending all class sessions in their entirety and consistently contributing to class discussions and activities in a way that demonstrates thoughtful consideration of the readings. Participation grades will be negatively affected by missing more than one class session, being disengaged during class, returning late from breaks, coming to class late or without having prepared course readings (read and considered). Please notify the instructor of medical or family emergencies in a timely fashion so that absences will not adversely affect the participation and attendance grade. It is your responsibility to communicate with the instructor about these matters.

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**Academic Integrity.** Academic integrity encompasses the core values and basic principles of honesty and responsibility that govern our practices as scholars, researchers, and creative artists in the university. Unfortunately, incidents of academic dishonesty, especially plagiarism, have been increasing throughout colleges and universities in the United States. Plagiarism is the act, intentional or unintentional, of using other people's words or ideas as your own. This trend in part results from the ready availability of papers and resources on the Internet. The university, college, department, and I expect you to write your own papers and to provide full and accurate citations for any specific ideas or language—words, phrases, sentences—that you take from outside sources, including the Internet. Refer to the [UNM Pathfinder](#) and the [UNM Catalog](#) for the university's policy on Academic Dishonesty. Following the guidelines of UNM policy, any act of academic dishonesty in this class will be reported to the department and to the Dean of Student's office and may result receiving an F on the assignment, dismissal from class with a final grade of F, and even suspension or expulsion from the university, depending upon the severity of the violation.

**Academic Dishonesty and Plagiarism Policy.** Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person's language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Familiarize yourself with UNM's [Student Code of Conduct](#) and [UNM's policies](#) on academic dishonesty.

**Plagiarism.** Plagiarism is taking credit for someone else's work whether deliberately or unintentionally. This includes but is not limited to turning in all or part of an essay written by someone other than yourself (a friend, an Internet source, etc.) and claiming it as your own, and including information or ideas from research material without citing the source. The University of New Mexico considers plagiarism a serious form of academic dishonesty. Avoid plagiarism by carefully and correctly citing your sources whenever you use someone else's words, equations, graphics, or ideas. If you are unsure of

something and are worried you may be plagiarizing, come see me, or go to CAPS. Plagiarism in this course results in one or more of the following consequences: failure of the assignment, failure of the course, and/or disciplinary action by the University. Cite sources carefully, completely, and meticulously; when in doubt, cite. Consult [UNM's Plagiarism Guidelines](#), the Pathfinder for UNM's [Student Code of Conduct](#) and the Dean of Student's [Academic Integrity/Honesty](#) for more information.

Forms of plagiarism include, but are not limited to, the following:

- Use of direct quotations without the use of quotation marks and referencing of the source of the quotation.
- Incorrect paraphrasing information without proper citation of the source.
- Failure to provide adequate citations for material used.
- The purchase of a scholarly paper or any other academic product from the Internet or any other commercial sources and submitting it as your own work.
- Downloading work from the Internet and submitting it without citation.
- Directly copying and pasting from any source, electronic or written, into any academic assignment without explicit citation of the original source.
- Submission of a work product from a previous course for credit in a current course without direct permission of the instructor.

You are required to submit all your writing assignments through UNM Learn. On UNM Learn SafeAssign compares submitted writing assignments against a database of submitted papers and internet resources and issues an "Originality Report" identifying overlap between the submitted work and other works. This allows the instructor and/or the student to check for potential plagiarism and can create opportunities for students to learn how to properly cite sources or how to paraphrase more appropriately.

When a paper is processed an "Originality Report" is created. A percentage will be generated showing how much of the submitted work overlaps with work in the existing database. You will see the percentage score after your submission. ***SafeAssign does not distinguish between uncited and properly cited sources however.*** Blackboard gives these rough guidelines:

- *Scores below 25 percent:* These papers may include some quotes or common phrases. There is low probability of plagiarism
- *Scores between 25 and 40 percent:* These papers include extensive quotation or paraphrased material. They may include plagiarism but the Originality Report should be checked to see if sources were properly cited.
- *Scores over 40 percent:* A high probability that text in these papers was copied or paraphrased from other sources. Again the text may be properly cited but a very high score, even if properly cited, may indicate a lack of original work or analysis by the student.

You can also create a free account at (<http://ithenticate.unm.edu/>) to precheck your papers before your online submission at Learn.

## **Decorum Guidelines for Distance (Zoom) Students**

Students taking a course through the Synchronous On-line modality (Distance Education using the Zoom software platform) have some additional requirements that they must fulfill to receive full credit in the course. These expectations are due to the nature of distance education through a distributed format that relies on internet-based virtual presence rather than physical attendance.

Students that do not meet these expectations may be dropped from the class. These expectations include:

**Working Digital Equipment** – Distance students must have access to a computer with a working camera and access to the internet. The available internet bandwidth must be robust enough to support both simultaneous voice and video in Zoom. For attendance purposes, distance students must be connected to the internet with the computer's camera *on* for the entire session: students not visible to the instructor will not be considered in attendance.

**Appropriate Location** – Distance students must find a suitable and quiet location that is free of noise and interruption when attending class. This location may be in an office or domicile, but other business or engagement may not be conducted during the class session. It is expected that distance students will devote their attention to class while it is in session.

**Appropriate Dress** – Distance students should remember that they will be visible to the instructor and other students during the class session. So, they should take care to dress appropriately. Formal or business wear is not required, but lounge or bed wear is discouraged.

**Other Activities** – Distance students should behave as if they were in the classroom. So, they should not engage in activities that do not take place in the classroom setting

## **Non-Discrimination and Services for Students with Disabilities**

Any student who, because of a disability, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. It is the responsibility of the student to request accommodation for individual learning needs. UNM will make every attempt to accommodate all qualified students with disabilities. For further information, contact Accessibility Services at (505) 277-3506.

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

## Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

### Tentative Schedule, Topics and Assignments.

Jan 27th (Week 1)

Social Networks: Overview.

1. Borgatti, et al. 2009. Network analysis in the social sciences. *Science*. 323:892-895.
  2. Kilduff and Tsai, 2003. Chapter 2. Understanding social network research.
  3. Tasselli, S. Social Networks of Professionals in Health Care Organizations: A Review. *Medical Care Research and Review*, 2014, 71(6): 619-660.
  4. Isett, K. R., Mergel, I.A., LeRoux, K., Mischen, P.A., & Rethemeyer, K.R. (2011). Networks in public administration scholarship: Understanding where we are and where we need to go. *Journal of Public Administration Research and Theory*, 21, i157-i173.
- Reading reflection due.

Feb 3rd (Week 2)

Networks and Governance Theory

1. Provan and Lemaire, 2012. Core Concepts and Key Ideas for Understanding Public Sector Organizational Networks: Using Research to Inform Scholarship and Practice. *Public Administration Review*.
  2. Kuwabara, K. et al. 2016. Lay theories of networking: how laypeople's beliefs about networks affect their attitudes and engagement toward instrumental networking. *Academy of Management Review*.
  3. Kilduff, M. and Tsai, W. 2003. Chapter 3. Is there social network theory? A critical examination of theoretical foundations. *Social Networks and Organizations*, (chapter 3, pages 35-65). Thousand Oaks, CA: Sage.
  4. Provan, K.G. and Kenis, P. 2008. Modes of Network Governance: Structure, Management, and Effectiveness. *Journal of Public Administration Research and Theory*, 17
- Discussion leaders needed  
Reading reflections due.

Feb 10th (Week 3)

Networks in Health and Human Services

1. Christakis, N. and Fowler, J.H. 2007. The spread of obesity in a large social network over 32 years. *New England Journal of Medicine*, 357:370-379.
2. Huang, K. et al. (2019). Linkage between Service Delivery and Administrative Advocacy: Comparative Evidence on Cliques from a Mental Health Network in the U.S. and an Elderly Care Network in China. *Journal of Comparative Policy Analysis: Research and Practice*, DOI: 10.1080/13876988.2019.1609780.
3. TBA.

Discussion leaders needed  
Reading reflection due

Feb 17th (Week 4) Partnerships in Public/Population Health

Discussion leaders needed  
Reading reflections due

Case1: Crisis of Elderly Care in Rural America  
Case analysis due on UNM Learn Feb 23nd

Feb 24th (Week 5) Cross-Boundary Collaboration

1. Landro, L. 2016. Clues to better healthcare from old malpractice lawsuits. Wall Street Journal. <https://www.wsj.com/articles/clues-to-better-health-care-from-old-malpractice-lawsuits-1462813546?mg=prod/accounts-wsj>.
2. Romzek, B.S. et al. 2012. A preliminary theory of informal accountability among network organizational actors. *Public Administration Review*, 72(3): 442-453.
3. Baicker, Katherine. and Levy, Helen. 2013. Coordination versus competition in health care reform. *The New England Journal of Medicine*. 369(9): 789-791.

Discussion leaders needed  
Reading reflections due

Mar 2nd (week 6): Governance of Emergency Response Networks

Discussion leaders needed  
Reading reflection due  
Case 2: TBA.  
Case analysis due on Mar 8.

Mar 9<sup>th</sup>: Spring Break, no class.

Mar 16<sup>th</sup> (Week 7): Policy Networks: Advocacy Coalitions, Multiple Types of Relationships.

Discussion leaders needed  
Reading reflections due

Mar 23th (Week 8): Managing Collaboration and competition in networks.

Discussion leaders needed  
Reading reflections due.

Case 3: TBA.  
Case analysis due on Mar 29th

Mar 30th (Week 9): Open Innovation: Multiple Roles of Networks.

Discussion leaders needed  
Reading reflections due

Apr 6th (Week 10): Simulation: TBA.

Apr 13th (Week 11) Social Capital and Managerial Networking

Discussion leaders needed  
Reading reflections due

Apr 20th (Week 12). Dark networks: network adaptation and resilience.

Apr 27<sup>th</sup> (Week 13) Organizational and Network Learning/Innovation.  
Article Extracts due on Learn on May 3rd.

## **Assignments and Student Evaluation**

### **Case Analysis**

The purpose of the case analysis is to critically and systematically analyze a case. The requirements for case analysis are as follows:

- Use the following memo heading format: To: Professor Huang, From:, Date:, Re:
- Paragraph 1 **Subsection Title: The Problem/Situation**  
Succinctly state the situation and identify the problem. Why are you writing this memo?
- Paragraph 2 **Subsection title: Recommendations**  
Briefly state your recommendation(s). Be specific. 2 or 3 actionable recommendation.
- Body paragraphs **Subsection title: Analysis**  
State the relevant arguments in support of you recommendation. Why are you making this recommendation?
  - Subsection Title: Likely Consequences**  
What are the likely consequences or impacts of your recommendation?
  - Subsection Title: Weakness/Limitation/Risk**  
Address at least one potential weakness of your recommendation.
  - Subsection Title: Other Options Not Recommended and Why.**  
What else could be done and why aren't you recommending that course of action?
- You should draw on your knowledge of general public policy and management principles, course readings (especially those assigned for that week) and possibly class discussions. Be clear about the basis for your recommendation by referencing at least three scholarly source, in your analysis or the subsequent subsections. You may cite



course readings or other quality sources such as peer reviewed journal articles or books. Please follow APA citation and reference guideline, for examples and guideline of APA in-text citations, see <https://guides.libraries.psu.edu/apaquickguide/intext>

- **Unless it is absolutely necessary, avoid direct quotation from the case. Use your own words to paraphrase the expressed ideas in the case.**
- Submit the case analysis double-spaced, not to exceed 4 pages in length in person per the course schedule.
- You can choose 1 out of 3 case sessions you want to write about. If you turn in more than 1 case analyses, I will count only the 1 paper with the highest grades.
- Grading will be based on your presentation of a logical argument, the extent to which you follow the guidelines above, and clear writing.

### **Reading Reflection Postings**

This assignment is designed to provide structure and discipline to your interactions with readings assigned for the course. For many, this course will mark entry to the network governance world. Your mind will want to wander while you are preparing for class meetings. You will get more out of the process by taking notes while reading and by reflecting on the core message(s) of each reading afterward. You will also be better prepared to contribute to class discussions through clarifying and probing questions and sharing your interpretation of readings.

Prepare 2-3 paragraphs considering issues, factors and/or questions raised by 1-2 of the assigned readings for the **weeks a reflection is assigned** (see weekly assignments in the syllabus for dates and topics). You should give careful attention to all of the readings, but this assignment only requires you to address 2-3 readings. **DO NOT USE** newspaper articles as your seed reading, only use Academic Journal articles. **Reflect on major themes of the readings, note points that you do not understand, and consider what the reading means for public, nonprofit, healthcare managers and/or policymakers.** Post your reflection to the corresponding UNM Learn discussion string by midnight the day before the class meeting for which it was assigned. Reflection posts will earn full credit, no credit or partial credit depending upon the extent to which requirements are met.

### **Reading Reflection Posting Responses**

You are required to further online discussion by commenting upon your colleague's postings for three weeks. You are also required to draw from a published academic or practitioner source (published within last 10 years, use APA citation and reference) .

### **Discussion Lead**

These discussion leadership opportunities are designed to let you take the initiative and bring in outside academic readings (at least 2, peer reviewed or from high-quality practice/industry sources, such as Wall Street Journal, ) to enrich the class learning. Most

of the readings assigned for this class are published in peer-reviewed journals. Most, if not all, of them are about networks operating in the U.S. Networks operating in public, nonprofit and healthcare context or other countries have been published. Ideally, the discussion leaders should find articles that are directly connected or relevant to the assigned readings for the week. The co-leaders (2 students can jointly lead a discussion) need to provide a brief summary of the 2 outside readings, highlight the connections with the assigned readings, and raises three or four questions for the class to discuss. **Powerpoint presentation is required. The co-leaders should email the instructor their readings and two questions two days before the actual class to get the instructor approval. I will distribute a guideline for the PowerPoint presentation later.**

### **Article Extracts**

Please turn in four documents: two empirical article extracts and the corresponding quantitative (statistical analysis, hypotheses testing, using survey, experimental, existing datasets to test relationships between independent variables and dependent variables in public, nonprofit, and healthcare networks) research article and qualitative (interview, focus group, or archival data analysis, answering questions about how from the participants' perspective regarding important issues/policies in network governance). **Meta-analysis and theoretical articles may count, but you will need instructor permission before proceeding.** The article needs to be from a peer-reviewed public administration (for a list of PA journals, see [https://scholar.google.com/citations?view\\_op=top\\_venues&hl=en&vq=soc\\_publicpolicyadministration](https://scholar.google.com/citations?view_op=top_venues&hl=en&vq=soc_publicpolicyadministration)) or nonprofit management journals (Nonprofit and Voluntary Sector Quarterly, Nonprofit Management and Leadership, or Voluntas, which publishes research on international nonprofits or healthcare management journals (published within 10 years)). I may need to see the article to check on your extract. The format of your extract can follow the sample extract or table format (at the end of this syllabus). You may use the table or type it up in a Word document, as in the posted article extracts.

# Qualitative Network Governance Article Extract

## Instructions

Using the selected qualitative network governance article, provide the information below. Qualitative research typically uses **interviews, quotes, text analysis, etc, to document and shed light on the perceptions of study participants** about network governance. Sometimes researchers build upon this limited evidence to make theoretical propositions or a conceptual model, which could be used for quantitative research. Unless otherwise stated, use your own words (ex. APA citation) to provide the information. Your responses should only require short answers to provide the requested information.

## Required Information

APA Citation	
Research Problem, Purpose, and/or Questions	
List the key concepts of interest	
State the Theoretical or Conceptual Framework (if used)	
Description of the Setting(s)	
Type and Description of Qualitative Design	
Description of the Sample	Sample Criteria ( <i>inclusion/exclusion criteria</i> )
	Sampling Method
	Sample Size
	Sample Characteristics ( <i>choose the most important</i> )
Summary of Data Collection Procedures	
Data Collection Techniques	Appropriateness of the data collection procedures

	Appropriateness of measure(s) used
Data Analysis	Key Themes
	Discussion and interpretation of key findings
	Quality-enhancing strategies
Conclusions & Generalizability/ Application to Practice/Policy	
Strengths of the Study	
Weaknesses/ Limitations of the Study	

## Instructions

Using the selected quantitative network governance article, provide the information below. Quantitative research articles generally use prior research to build **testable hypotheses**, which are then subject to **statistical testing** of empirical data to judge the merits of hypotheses. Unless otherwise stated, use your own words (ex. APA citation) to provide the information. Your responses should only require short answers to provide the requested information.

**Note: This assignment is an individual work.**

## Required Information

APA Citation	
Research Problem	
Research Purpose	
Research Questions	
Research Hypothesis(es)	
Description of the Setting(s)	
Brief Summary of Key Variables	Independent Variable(s)
	Dependent Variable(s)
	Potentially Confounding Variable(s)
State the Theoretical or Conceptual Framework (if used)	
Type and Description of Quantitative Design	
Description of the Sample	Sample Criteria ( <i>inclusion/exclusion criteria</i> )
	Sampling Method

	Sample Size
	Sample Characteristics ( <i>choose the most important</i> )

### Required Information

Data Collection Techniques	Reliability and Validity of Measure(s)
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Summary of Data Collection Procedures	
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Data Analysis	Statistical Tests Used
	Summary of Key Findings
	Provide Test Statistics for Significant Findings and Effect Size(s) ( <i>if applicable</i> )
	Policy Implications of Findings( if applicable)

Conclusions and Generalizability/ Application to Practice	
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Strengths of the Study	
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Weaknesses/ Limitations of the Study	
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