

**UCLA ANDERSON SCHOOL OF MANAGEMENT**  
**COURSE SYLLABUS: BUSINESS, PUBLIC POLICY, AND POLITICS**

Ed Eng  
E-mail: [edeng@kairoscl.com](mailto:edeng@kairoscl.com)

Phone: (562) 328-6416  
Fax: (213) 620-1437

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## Class Overview and Objectives

### Description

This course aims to play a pioneering role in shaping the merging field of business and public policy practices. Although they often have competing agendas, business and policy are mutually complementary forces that balance one another to make the world holistically better. Without policy, businesses run rampant and operate unchecked. Without business, there is less innovation and services. This class will examine the development and implementation of public policy choices that affect businesses and communities.

Three public policy frameworks will be used to analyze how government policy-making impacts strategic choices of firms: (1) the Stages Model (Laswell, 1956) examines the six phases of the public policy formulation and implementation process, (2) the Multiple Streams Model (Kingdon, 1984) assesses how issues find their way onto a political agenda over others, and (3) integrating both frameworks, together with other social behavioral theories, provides a comprehensive approach to influence the political levers that shape policy making.

Business organizations need civic-minded leaders to integrate beneficial policy and harness it to do good for the world. More than ever, citizens and leaders from for-profit and non-profit industries must understand how to influence policy decisions at all stages of the political process and measure the impact of intended legislations to make the best decisions for their communities and firms.

### Objectives

The purpose of this course is to integrate public policy theories and business practices with relevant, experiential opportunities to drive real-world impact at the municipal level of government. This course equips students with a keen understanding of public policy decision-making and governance in the public sector. Throughout the quarter, students will draw on relevant policy topics to illustrate these points. The primary objectives are to: (1) familiarize students with the public policy making process in government, (2) introduce the appropriate theories, frameworks, and relevant case studies for students to evaluate public policy decisions; and (3) provide a platform for students to apply these concepts to real-world policy challenges that would directly impact policy outcomes. This course analyzes the often overlooked, smaller cities and communities outside of the microscope of the general public where the policy process often goes unchecked and awry. My hope as a professor is to move students from informed observers of the policymaking process to proactive members of society. By the end of the course,

students will have accumulated enough knowledge and experience to embark on a career in political consulting or business affairs.

### **Confidentiality**

In this class, we have the privilege of bringing in and listening to elected officials and top executives from both the and private sectors. Occasionally, they might broach subjects or facts that might be insider knowledge and confidential. Please make sure to uphold UCLA Anderson ethos and maintain the confidentiality and honor that our school is known for.

## Class Materials

### Readings

All required readings are included in the course packet or will be handed out in class during the quarter. References for additional readings for those who wish to pursue topics in more detail will sometimes be found at the end of the notes for each lecture or maybe obtained from the instructor. The readings in the course packet are required material that should be read before class. Cases should always be prepared before class.

### Lecture Notes

Soft copies will be available on the course web page.

### Additional Materials

Additional materials may be distributed on an as needed basis as the course progresses.

### Recommended (Not Required) Reading List

- Dye, T.R. (2017). *Understanding Public Policy*, 15<sup>th</sup> Edition, Pearson: ISBN 978-0-13416887-2
- Birkland, T.A. (2019). *An Introduction to the Policy Process*, 5<sup>th</sup> Edition, Routledge; ISBN 978-1138495616.
- Kraft, M.E., & Furlong, S. R. (2018). *Public policy: Politics, analysis, and alternatives*. 6<sup>th</sup> Edition, Sage and CQ Press; ISBN 978-1506358514
- Stone, D. (2002). *Policy Paradox: The Art of Policy Decisions Making*, rev. 3<sup>rd</sup> Edition, WorldoBooks; ISBN 978-0393912722

## Assessments

The student's final grade in the course will be based on a combination of both individual and group work. The evaluation is based on:

A. In-Class Participation	20%
B. Individual Strategy Memo	30%
C. Policy Strategy and Analysis Group Project	20%
D. Final Consulting Group Project	30%

Hard copies of written assignments are due at the beginning of class on the due date. Please note that no late assignments will be accepted.

### A. In-Class Participation (20%)

Active and engaged participation in class are essential to the learning process. There are several case studies that require preparation and engagement. You must participate in class to make the discussions engaging, insightful, and fun. At times, we will be discussing some sensitive issues that some students may feel uncomfortable with. Please try to be aware of how your actions affect others in the class. This does not mean that you cannot voice your opinion. You can disagree with someone in a respectful and constructive way – just do not condemn others or behave in a hostile or disparaging manner. Everyone has their own set of values and preconceptions, and these biases may or may not align with yours. Part of the learning in the

policy process is the ability to bridge divergent ideological or value differences to find common ground or mutual understanding. Share your thoughts and reactions in ways that demonstrate respect and promote critical engagement with your class. We must commit to a risk-free, peer learning environment that is engaging, interactive, and intellectually stimulating.

You are expected to be prepared to discuss the assigned readings, course topics, or cases for each class. The focus of class discussion is to learn from others and allow them to learn from you. There are lots of contributions that count, including questioning, listening and responding. Please let me know in advance if you cannot attend class due to sickness, emergencies, or other important matters.

Criteria used to evaluate in-class participation:

- 1) **Is the student present and on time?** Regular attendance is required to receive credit for contributions to class discussion. Let your professor know ahead of time if you cannot attend a session or if you will be late/need to leave early.
- 2) **Does the student voluntarily participate?** Please participate and offer your insights. Active participation is an integral part of the learning process.
- 3) **Does the student make quality points?** Quality is always valued over quantity. Please be thoughtful and critically think about the issue and ask insightful questions or make relevant comments.

**Laptop Usage Policy in Class:** Laptop is permitted for this class during lecture only. Laptops must be put away when a guest speaker is in class or when a group is presenting.

### **B. Individual Strategy Memo (30%)**

Beyond analyzing case studies in class and working on two major group projects, students will learn how to write effective policy memos to major government organization that has jurisdiction over the problem that students want to solve. You are not expected to develop policy, but to define a social problem of interest, state the underlying principles and objectives, outline and analyze existing policies and programs, and provide recommendations to reinforce existing ones or propose new policy directions. Think creatively and have fun with it.

**Deliverable:** The Strategy Memo is to be no more than 10 pages, double space, 12-font size, and must include relevant content under the following headings:

1. Executive Summary
2. Problem Definition
3. Objectives
4. Outline and analyze existing policies and programs
5. Policy alternatives
6. Evaluation of alternatives
7. Expected outcomes
8. Recommendations
9. Appendix
10. Bibliography

**Due:** April 12, 2021, please email a copy of your paper to the professor before the start of the class.

### **C. Policy Analysis Group Project (20%)**

In teams of 4-5 students, identify a social problem of interest or concern based on the group's interest/experience that can be addressed at the level of policy. Topics can be as narrow as trash recycling in a city of a student's residence or can be as broad as contemporary pressing issues such as reopening schools or opening travel to the US and other countries. The key is that the group defines the problem and its contributing factors as specifically as possible so that some concrete policy action is feasible either at the local, state, or national level. Clarity and brevity are the key success factors for this assignment.

**Deliverables:** (1) a professional PowerPoint presentation not to exceed 10 minutes, and (2) a short paper (maximum length of 10 pages double-spaced, plus appendices) that provides more depth into key ideas and findings from the PowerPoint slide deck including data used to get to arrive at the outcome as an appendix.

Both PowerPoint deck and paper should include the following headings:

1. Explain why this problem is of interest to you based on your practice and experience and discuss why you believe it is worthy of policy attention.
2. Provide a clear definition of the problem as you see it and any essential background and history necessary to understand the policy debate in its current state.
3. Discuss objectively the scope and magnitude of the problem. How extensive is the problem? How many people are affected and to which demographic group(s)?
4. Discuss the root causes of this problem.
5. Describe the specific positive and negative effects of this problem for individuals, families, groups, and society.
6. Identify the actors: political, economic or constituent forces in this debate and their arguments.
7. What are the policy solutions that have been proposed or implemented to solve this debate, and why are they no longer insufficient?
8. Design a policy to address this problem. Identify the actors that need to be included in solving the problem and recommendations for implementing the policy. In addition, discuss how the group will move the policy through the political agenda for discussion.

**Due:** April 26, 2021, in-class presentations. Please email a copy of your presentation and paper to the professor before the start of the class.

### **D. Final Consulting Group Project (30%)**

This experiential learning assignment requires students to work in teams of 4-5. Students will take on strategic planning projects with municipalities who have signed on to participate in this class. Essentially, you will be serving as an unpaid political consultant or business planning executive tackling issues for a municipal organization. You will put into practice the core tools and concepts you have learned in a setting that mirrors professional reality. The groups will develop a new strategic plan or update an existing one to prioritize objectives and address challenges that are unique to each client organization. We have partnerships with several

legislators that have agreed to provide students with the opportunity to work on their long-term plans. This experiential assignment will require field work to meet with and gather information from both elected and appointed local officials.

**Sign-ups:** A list of projects will be available for teams to sign up for at the midpoint of the course, week 5, April 14, 2021. The instructor will review the scope of the projects with the class and then teams will sign up for the projects that they are interested in consulting for. This is a time for you to ask any questions about the scope, deliverables, etc.

**Midpoint Check-In for Final Project:** On Week 8, May 5, 2021, there will be a final project midpoint check-in for the teams with the professor to ensure you are on the right path. Please use this time judiciously and ask questions about the project.

**Final Deliverables:** (1) a professional consultant-style PowerPoint slide deck will be used in the final presentation. Slides should include problem definition, research strategies, research findings, and actionable recommendations, and (2) a short paper that provides more depth into key ideas and information from the PowerPoint slide deck including data used to get to arrive at the outcome as an appendix.

**Due:** May 24, 2021. Please email a copy of your presentation and paper to the professor before the start of the class.

**Final Presentation:** On May 19, 2021, each team will give a 10-minute presentation with a 5-minute Q&A session to the chosen client organization.

**Judging:** Special Judges will attend the class to provide live feedback and vote on their favorite presentations. The top two best projects will be taken to a dinner with the professor immediately after class ends.

### Overview of Class Sessions

Session	Date	Topic/Readings/Case/Assignments	Speaker and Topics (tentative)
1	3/22	<p><b>Introduction and Overview of the Public Policy Process</b></p> <p><u>Readings:</u>            1. Dye, Chapter 1, Policy Analysis.            2. Dye, Chapter 2, Models of Politics.</p>	
2	3/29	<p><b>Public Policy Frameworks for Analyzing Complex Problems</b></p> <p><u>Readings</u>            1. Dye, Chapter 3, The Policymaking Process.</p>	<p><b>The Honorable Bob Archuletta</b>            California State Senator, 32<sup>nd</sup> District</p> <p>“Quality of Life Projects: Whittier City Library &amp; Artesia’s Park Expansion”</p>

		<p>2. Streams and Stages: Reconciling Kingdom and Policy Process Theory (European Journal of Political Research, Howlett, McConnell &amp; Perl, 2014).</p> <p>3. (For reference only) Open Government (League of CA Cities).</p> <p><b><u>Case Study</u></b>  “Badge of Honor”-the City of Bell Scandal (Institute of Local Government).</p>	
3	4/5	<p><b>Policy Evaluation: Measuring Performance and Outcomes</b></p> <p><b><u>Readings</u></b></p> <p>1. Dye, Chapter 4, Policy Evaluation.  2. Unlocking the Full Potential of City Revenues (McKinsey &amp; Company, pgs. 32-40).</p> <p><b><u>Case Study</u></b></p> <p>1. Unlocking Social and Economic Growth: The Delivery Approach to Government Performance (HBR, Andrade and Atun, December 6, 2016).</p>	
4	4/12	<p><b>Key Drivers of Change on Markets and Government</b></p> <p><b><u>Readings</u></b></p> <p>1. Adopting AI, Automation, and Advanced Analytics in Governments (McKinsey &amp; Company, May 2019).  2. Public Sector Disrupted (Deloitte, a GovLab Study, 2012).</p> <p><b><u>Case Study</u></b>  Autonomous Vehicles: Technological Changes and Ethical Challenges (HBR, Orr, Abbas, and Dann, July 15, 2018).</p> <p><b><u>Assignment</u></b>  *Individual Strategy Paper Due.</p> <p><b><u>Sign-ups</u></b>  Sign-ups for Final Group Project.</p>	<p><b>Armanda Daflos</b>  Chief Innovation Officer  Mayor Eric Garcetti’s Office,  City of Los Angeles</p> <p>“Innovation in Government”</p>

5	4/19	<p><b>Business Management and Public Policy Integration: A Strategic Imperative for Organizational and Government Leaders</b></p> <p><u>Readings:</u>  1. Political Environments and Business Strategy: Implications for Managers (HBR, Keim and Hillman, January 1, 2008).  2. Effective Public Management (HBR, Bower, March 1977).</p> <p><u>Case Study</u>  1. Electric Car Wars (HBR, Wells and Weinstock, February 4, 2019).</p>	<p><b>The Honorable Janice Hahn</b>  Los Angeles County Board of Supervisor, 4<sup>th</sup> District</p> <p>“West Coast’s 1<sup>st</sup> Mobile Stroke Unit”</p>
6	4/26	<p><b>Technological Advancements: The Public Policy Challenge of the 21<sup>st</sup> Century</b></p> <p><u>Readings</u>  1. Advice from Silicon Valley: How Tech-Sector Practices Can Promote Innovation in Government (McKinsey &amp; Company, Dohrmann, Ghia, and Murthy, July 2018).  2. A Measured Approach to Regulating Fast-Changing Tech (HBR, Downes, October 23, 2020).</p> <p><u>Assignment</u>  *Policy Analysis Group Project Due.</p>	
7	5/3	<p><b>Municipal Innovation and Public Policy: Smart Cities and Urban Innovation Centers</b></p> <p><u>Readings</u>  1. Accelerating Innovation Through a Network of Ecosystems (HBR, Altman and Nagle, June 9, 2020).  2. Private and Public Sectors Working Together to Create Smart Cities (McKinsey &amp; Company, November 2018).</p> <p><u>Case Study</u>  Goldman Sachs: The 10,000 Small Business Program (HBR, Schlesinger and Sesia, November 26, 2018).</p>	<p><b>The Honorable Mary Zendejas</b>  Councilwoman, District 1, City of Long Beach</p> <p>“The Shaun Lumachi Innovation Center”</p>
8	5/10	<p><b>The Media’s Influence on Public Policy</b></p>	<p>Brandon Eng  COS, Dive Studios</p>

		<p><b><u>Reading</u></b></p> <p>1. Branding in the Age of Social Media (HBR, Holt, March 2016).</p> <p>2. The Role of the Media in the Construction of Public Belief and Social Change (Journal of Social and Political Psychology, 2013).</p> <p><b><u>Case Studies</u></b></p> <p>1. Brand Storytelling (HBR, Avery, January 6, 2019).</p> <p><b><u>Check-In</u></b></p> <p>Check-in on Final Client Deliverable.</p>	K-POP Culture
9	5/17	<p><b>Positive Change: The Convergence of Performance and Purpose</b></p> <p><b><u>Readings</u></b></p> <p>1. How Companies, Governments, and Nonprofit Can Create Social Change Together (HBR, Buffett and Eimicke, May 31, 2018).</p> <p>2. Public Policy and the Manager: Conceptual Framework (HBR, Emmons, September 2, 1993).</p> <p><b><u>Check-In</u></b></p> <p>Check-in on Final Client Deliverable.</p>	
10	5/24	<p><b>Client Presentations</b></p> <p>*Final Consulting Group Presentations due</p>	<b>Client Organizations</b>