

Policy Ventures: Innovation in Public Organizations

Public organizations are central for a well-functioning society. Public organizations need to maintain stability in what they do, but also to innovate and change to meet societal challenges and serve the citizens. This course provides knowledge in the dynamics of, and challenges entailed with, developing and innovating in public organization. The course features cases and cases where course participants work together with public organizations to contribute to citizen welfare. The course prepares students for working in, advising, and running innovation projects in public organization.

Course director:

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Course content

By providing a research-based understanding of the characteristics of the public sector and its relations to business firms and non-profit organizations, this course is relevant to any student who will work within, or with public sector organizations. The course engages with research on public organizations, with a specific focus on change and innovation in such organizations. Central features of public organizations are discussed and compared with non-profit and for-profit organizations, including governance modes (primarily insourcing, outsourcing and partnerships, as well as changes between these forms for organizing welfare production), regulations, common standards, and central stakeholders.

The course has three interconnected parts, supported by literature, lectures and cases:

- Public sector characteristics
- Public sector relations and forms of organizing
- Innovation in public sector organizations

Case studies of local and national public organizations are discussed, with Course participants acting as change consultants to address problems facing these organizations.

Intended learning outcomes

After completion of the course, the Course participant should at an advanced level be able to:

- *Describe* and *explain* central features of public organizations
- *Apply* theories of organization, entrepreneurship, or innovation to analyze empirical cases of public organizations
- *Diagnose* challenges for public organizations seeking to deliver high quality services to societal stakeholders
- *Evaluate* interventions and policies aimed at improving public organizations
- *Formulate* strategic or tactical agendas for public organizations seeking to initiate change and improvement

Examination

Grading is based on an in-class written examination (30% of grade), two short individual term papers (15% each of grade) and a case study conducted in student groups, presented and discussed in class (40% of grade).

Instructions for Individual Term paper 1

Describe a public sector organization that you have some personal knowledge of (from any country / setting). What does it primarily do, and how is it organized? How large is it, and where is it located? What are its central stakeholders? What is your personal view of how it works, of potential improvements, and what arguments to these opinions do you have? (Maximum 2 pages, Times New Roman 12pt)

Instructions for Individual Term paper 2

Discuss the different governance modes for how a specific welfare service (for example elderly care, fire-fighting, rail traffic, dental care, libraries, pensions, football training for children, prisons, vehicle inspections or something else) can be produced in society, as well as some potential advantages and disadvantages of each. In what ways could there be room for innovation and development, do you think? (maximum 2 pages, Times New Roman 12pt)

Instructions for Case Study Examination

Chose one of the 4 topics provided by Governo in the lecture on the 7th. Use the course material and whatever primary and secondary data you can collect to **SSSSSSSS**

Teaching and working methods

The teaching consists of lectures, groupwork, case studies and interactive seminars. Homework and independent studies are a necessary complement to the course.

Language of instruction: English.

Study Philosophy

Innovation in Public Organizations is an advanced level course where participants are expected to build on knowledge from previous studies and gain knowledge of how to analyze and advice public organizations. The course requires self-discipline and planning ability as well as coordination and collaboration in smaller working groups.

The teachers will introduce underlying theoretical frameworks and perspectives on public organization, but an essential part of the course is learning by digesting and applying academic articles. Course participants' own reflection on the course material as well as personal experiences from working in / interaction with public organizations are integral to the course. Representatives of public organizations and other stakeholders (consultancies, non-governmental organizations, etc.) will provide empirical material and cases to be discussed and analyzed by the course participants.

All elements of the course are compulsory and graded. It is not possible to supplement any absence with residual information.

Readings:

All readings are mandatory, and *participants are expected to have carefully read articles* before coming to class. Articles in the course can be accessed from most universities. If you have problems, please ask your library for help.

Reading guidelines

All participants are expected to read all the literature (which you will be examined on the individual examination and in the individual/group hand-ins). The teachers will introduce underlying theoretical frameworks and perspectives on public organization, but an essential part of the course is learning by digesting and applying academic articles.

A large part of the course is based on "active reading" of academic articles. By "active reading" is meant that participants should be able to make use of (understand, compare, and discuss) and apply (use theories for analysis of organizational phenomena) these texts. It is not enough to memorize words, concepts, or author names, but one must strive for an understanding of the arguments highlighted in each article, critically review them (what premises are the arguments based on, what are the consequences, and to what extent the arguments are subject to potential logical gaps or weaknesses). The aim of this is that you should increase your ability to use academic texts for analytical work.

To achieve this understanding, there are a number of strategies, many of which you have hopefully learned or developed during previous studies. If you do not have a specific strategy or want to try a new one, it is recommended that you first quickly skim the texts for upcoming class sessions for about 5-10 minutes. After that, you use a (physical or electronic) highlighter and a pencil when reading each article in-depth. You do not necessarily need to read from start to finish. Focus on parts of the texts where you think much of the key information or important reasoning seems to be presented, and first and foremost focus on these parts. If the class contains several articles, it may be advantageous to read / compare two or more articles in parallel to identify parallel reasoning or differences in reasoning. Try to think "what is the reason for this?" and "why do the author(s) argue this way?" rather than taking every fact or argument in the article as a validated truth.

Academic statements tend to either be based on a deductive logic (knowledge comes from logical postulates such as $A \rightarrow B$ classifications (functions), and law-like predictions) based on Aristotelian logic, or an inductive logic based on Francis Bacon's and other Enlightenment philosophies (knowledge comes from gathering observations from reality and abstracting them into patterns, facts, and constitutive relationships).¹ When reading each article, it can sometimes be advantageous to note whether the logic of the text seems to be deductive, inductive, or a mixture (abductive). It can help by comparing articles that discuss the same or similar phenomenon but seem to reach different conclusions.

It is important that your thoughts on these questions extend beyond the obvious, and that – whenever possible – you seek to build an informed opinion on the arguments provided in the articles. Are some arguments seemingly more valid than others in the article? Why? Are there logical gaps in one or more of the articles, and in what way(s)?

¹ For further details on the knowledge foundations in organization research, see e.g. Daft, R.L., 1983. "Learning the craft of organizational research". *Academy of Management Review* 8, 539-546.

PRELIM SCHEDULE Innovation in Public Sector Organizations

Date	Weekday	Time	School	Teacher	Topics	Literature	Upload <u>before</u> lecture	Points
5 Nov	Tuesday	17:00-20:00	SSE A336	Karl Wennberg & Laura Hartman	<i>Introduction: Course overview & design</i> <i>Guest lecture: Laura Hartman</i> <i>public sector characteristics</i> <i>- multiplicity (nation, regional, local government, public corporations, civil servants and elected politicians, etc.)</i> <i>- sectorial differences</i> <i>- distinct logics</i>	Christensen et al. (2020) Brunsson (1994) Pache & Santos (2013)		Mandatory
7 Nov	Thursday	17:00-20:00	SSE (Room 348)	CEO Caroline Andersson, David Renemark, Maria Sturegård & Malin Lindqvist (Governo)	<i>Guest lecture: Governo</i> <i>- Leading complex change in public sector</i>		2 Questions per person	Mandatory
12 Nov	Tuesday	17:00-20:00	SSE (Room 358)	Stockholm CFO Susanne Tideman & accounting director Marcus Grönkvist & Karl Wennberg	<i>Guest lecture: Stockholm City</i> <i>- Governing a complex organization (a city)</i> <i>- Delivering public services</i>		2 Questions per person	Mandatory
14 Nov	Thursday	17:00-20:00	SSE (Room 542)	Mats Jutterström	<i>Society Service production</i> <i>- Hierarchy & markets</i> <i>- Networks</i> <i>- Outsourcing & Backsourcing</i>	Powell (1990) Berlin et al (2023)	<i>Individual term paper: describe a public sector organization</i>	0-15 (15%) Pass required
19 Nov	Tuesday	17:00-20:00	SSE (Room 538)	Ebba Henrekson & Mats Jutterström	<i>Civil Society innovation</i> <i>- Relationship between civil society and the public sector in different nations</i> <i>- Public service innovation in partnership with civil society</i>	Salamon & Anheier (1998) Kapucu (2006) Vickers et al. (2017)	2 Questions per person	
21 Nov	Thursday	17:00-20:00	SSE (Room 536)	Karl Wennberg	<i>Public Organizations and Innovation I</i> <i>- Improvement vs innovation</i> <i>- Knowledge vs legitimacy for innovation</i> <i>- Conditions for public sector value creation</i>	Hartley (2005) Svensson & Bengtsson (2010) Wirtz et al. (2023)	<i>Individual term paper: different governance modes</i>	0-15 (15%) Pass required
26 Nov	Tuesday	17:00-20:00	SSE (Room 328)	Sven-Anders Stegare & Mats Jutterström	<i>Public and private: procurement</i> <i>- Procurement trends and phenomena</i> <i>- Procurement key processes & value contribution</i> <i>- Supplier collaboration & innovation strategies</i>		2 Questions per person	
28 Nov	Thursday	17:00-20:00	SSES, Conference Room, Saltmätargatan 9	Karl Wennberg & Mats Jutterström	<i>Literature Exam (in class)</i>			0-30 (30%) Pass required

3 Dec	Tuesday	17:00-20:00	SSE (Room 342)	Ema Demir & Karl Wennberg	<i>Public Organizations and Innovation II: developing schools</i> - Leadership for learning - Systematic quality work	Case: Making better systems for better outcomes Arora-Jonsson et al. (2024)	Answer Case questions for discussion	Mandatory
5 Dec	Thursday	17:00-20:00	SSE (Room 328)	CEO Caroline Andersson, David Renemark, Maria Sturegård & Malin Lindqvist (Governo)	<i>Public sector innovation</i> Case presentation: Smart Digital Cities			Mandatory
10 Dec	Tuesday	17:00-20:00	SSE (Room 328)	Eva Udden-Sonnegård & Karl Wennberg	Guest lecture: dr Eva Udden-Sonnegård - How to conduct fiscal policy: planning and implementation and evaluation - Policy evaluation and monitoring	Furobo (2007) Ministry of finance (2017) Udden Sonnégård (2010) Langtids-utredningen (2023)	2 Questions per person	Mandatory
12 Dec	Thursday	17:00-20:00	SSE (Room 336)	Karl Wennberg & Mats Jutterström	Back-up lecture / Case work Q&A			
17 Dec	Tuesday	17:00-20:00	SSE (Room 320)	Karl Wennberg & Mats Jutterström	Case presentations & wrap-up (in class)		Smart cities case PPTs (max 15 ppts)	0-40 (40%)

Literature (preliminary):

Public sector characteristics

Keywords: *multiplicity of organizations, institutional sector logics, organization elements.*

Christensen, T., Laegreid, P. & Røvik, K.A. (2020). *Organization theory and the Public Sector: Instrument, culture and myth*. Chapter 1 (pp. 1-20)

Brunsson, N. (1994). Politicization and 'companyization' – on institutional affiliation and confusion in the organizational world. *Management Accounting Research* 5, 323-335.

Pache, A-C., & Santos, F. (2013). Inside the Hybrid Organization: Selective Coupling as a Response to Competing Institutional Logics. *Academy of Management Journal*, 56(4), 972–976 -& 993-997 (you only need to read these pages).

Society Service production – Hierarchy, Markets, Networks and Change

Keywords: *Markets, Hierarchies, Networks, Change*

Powell, W. (1990). Neither market nor hierarchy: Network forms of organization. *Research in Organizational Behavior*, 12: 295-305.

Berlin, J., Carlström, E. & Karlsson, D. (2023). Backsourcing in the private and public sectors—A systematic review. *Financial Accountability & Management*, 39(3): 636-687.

Civil Society Organization

Keywords: *civil society, public sector, partnerships*

Vickers, I., Lyon, F., Sepulveda, L., & McMullin, C. (2017). Public service innovation and multiple institutional logics: The case of hybrid social enterprise providers of health and wellbeing. *Research Policy*, 46(10):1755-1768.

Kapucu N (2006). Public-nonprofit partnerships for collective action in dynamic contexts of emergencies. *Public Administration*, 84(1): 205-220.

Salamon, L. & Anheier, H. (1998). Social origins of civil society: Explaining the nonprofit sector cross-nationally. *Voluntas: International journal of voluntary and nonprofit organizations* 9, Pages 214-219, 226-231, 241-246 (you only need to read these pages).

Public Organizations and Innovation 1

Keywords: *Innovation, Social Innovation, Stakeholders, User Innovation Resistance, Clashing logics*

Hartley, J. (2005). Innovation in Governance and Public Services: Past and Present. *Public Money & Management*, 25(1): 27-34.

Svensson, P., & Bengtsson, L. (2010). Users' influence in social-service innovations: Two Swedish case studies. *Journal of Social Entrepreneurship*, 1(2): 190-212.

Wirtz, B. W., Kubin, P. R., & Weyerer, J. C. (2023). Business model innovation in the public sector: an integrative framework. *Public management review*, 25(2), 340-375.

Public and private: procurement

Keywords: *procurement processes, supplier collaboration, innovation & sustainability*

Loijas, K., Jääskeläinen, A., & Holma, A-M. 2024. Working paper

Mwesiumo, D., Olsen, K. M., Svenning, G. A., & Glavee-Geo, R. (2019). Implementing public procurement of innovations in an organization: lessons from Norway. *Journal of Public Procurement*, 19(3): 252-274.

Kraljic, P. (1983). Purchasing must become supply chain management, *Harvard Business Review*, September-October.

Public Organizations and Innovation II: Improving Schools

Rosenbaum, P., et al. (2024). Making better systems for better outcomes case. House of Governance and Public Policy – Case Study Series 2023-2024.

Arora-Jonsson, S., Demir, E.K., Norgren, A & Wennberg, K. (2024). Beyond the silver bullet: unveiling multiple pathways to school turnaround, *School Effectiveness and School Improvement*, 35:2, 214-249: 10.1080/09243453.2024.2353626

Policy evaluation and monitoring

Furubo, J-E. (2007). Policy Analysis and Evaluation in Sweden: Discovering the Limits of the Rationalistic Paradigm. *Handbook of Public Policy Analysis* (chapter 3): 571-586

Udden Sonnégård (2010). The conceptual framework.

Ministry of Finance (2017). The Swedish fiscal policy framework. Swedish government 2017/18:207.

Langtidsutredningen (2023) Swedish SOU 202385 (English Summary)

Lecturers and guest lecturers

Karl Wennberg

Mats Jutterström is a teacher at the Department of Management and Organization (SSE), and also a researcher at Stockholm Center for Organizational Research (Score) and GAPP. He has since long studied at taught about various public sector organizations, including their intersection with non-profit and for-profit organizations – mainly in the form of marketizations and partnerships in welfare creation.



Ebba Henrekson is a researcher at the Center for Educational Leadership and Excellence at the Stockholm School of Economics and the Center for Civil Society Research at Marie Cederschiöld University. Her research and teaching centers around the organization of education, societal volunteering, and social trust.



Emma Demir is an affiliated researcher at SSE. Her interdisciplinary research spans educational leadership, teacher collaboration, school autonomy's impact on student outcomes, and AI-driven educational reform analysis. With a PhD from the University of Cambridge, extensive teaching experience, and a lectureship in the City of Stockholm, she bridges theory and practice to enhance educational outcomes.



Sven-Anders Stegare is currently pursuing PhD studies in procurement and sustainability at SSE. He holds a MSc in Mechanical Engineering with a major in Industrial Economics and Management (KTH) and has held leading procurement roles in the industrial sector, finance, and tech start-up including IBM, Ericsson, Gambro, IBX and SEB.



Caroline Andersson is founder and CEO of Governo. She has over 20 years of experience as a senior consultant and project manager, and her areas of expertise include strategy, business development and change management across both public and private sectors. In 2021, Caroline was awarded the title CEO of the Year.



David Renemark is a consultant at Governo with over 20 years of experience in organization, change management and innovation. Formerly at Vinnova (the Swedish Innovation Agency) he focused on innovation management and public sector transformation. David also has a background in research and teaching in business administration, emphasizing sustainable change in gender equality.



Maria Sturegård is a senior consultant at Governo with extensive experience in strategic, organizational and business development. She often serves as a project or process leader, focusing on coordination, communication as well as change management across both public and private sector.



Eva Udden-Sonnegård (SSE PhD, 1993) is a researcher at Ratio, former a State Secretary at the Swedish Ministry of Employment, Swedish representative at the OECD (Paris) and permanent member of the OECD committee EDRC (Economic Development and Review Committee). She started her career at the Central Bank of Sweden (Riksbanken).



Susanne Tiderman
City of Stockholm CFO

Marcus Grönkvist City of Stockholm accounting director

