

Course Syllabus

Course Title and Number

Public Organizational Management (PA 470)

Instructor: Minwoo Ahn

Term: Spring Session I, online (06 Jul 2021 – 20 Aug 2021)

Contact: minwooahn@email.arizona.edu

Course Description

This course provides students with key foundations of public management. Students will learn both classics and contemporary materials fundamental to understanding the challenges and opportunities of contemporary governance. At first, this course lays out how public administration can be understood and advanced by reflecting foundational perspectives. Then, from the second module, this course examines internal elements (M2, M3, M4) and external environment (M5 and M6) of public organization. For internal elements, this course explains key behavioral topics in public organizational management, including motivation and leadership theories. In addition, this course examines organizational structure in general and particularly public organizations. This course will cover key theories and perspectives on organization and organizational environment. In addition, it will connect the organizational environment with collaborative governance research and practice. This section will emphasize the cross-boundary nature of public management and the tools to manage wicked public problems. In the final section of this course, students will step back and consider broader governance challenges, including democracy and ethics. In sum, this course covers some of the most prominent issues, perspectives, and tools of public management for the leaders and managers of public organizations.

Course Objectives

- 1) This course will identify and discuss the key perspectives to understand the field of public management and governance.
- 2) This course will define and explain major concepts and theories of public administration and management, including public value, leadership, motivation, organizational design, organizational environment, collaborative governance, public participation, and ethics.
- 3) This survey course will compare and contrast major perspectives and theories on various public management issues to deepen your knowledge and hone your critical thinking skills.

Expected Learning Outcomes

- 1) Students will be able to identify major public issues and perspectives on how to view and assess those issues from the perspective of public administration and management.

2) Students will be able to explain the history and development of major concepts and theories pertaining to public management and identify key actors, processes, and structures of public governance.

3) Students will be able to analyze current governance issues by using prominent frameworks, concepts, and theories and communicate those analyses through the written assignments and online discussions.

Locations and Times

As this course is entirely online, we have no assigned classroom during the session. Class discussions are conducted via discussion boards on D2L. As the course instructor, I am happy to take your questions and comments on your assignments throughout the course period. You can email me at minwooahn@email.arizona.edu, and I will do my best to respond to you within two business days. If you need a virtual office hour meeting, please send me an email to request an appointment. We can have a zoom session.

Instructor Information

Name: Minwoo Ahn

Office Location: Social Sciences Bldg, #134

E-mail address: minwooahn@email.arizona.edu

Course Schedule & Reading/Viewing List

Jul 6th-Jul 12th, 2021

Module 1: Wicked Problems and Public Management

Description

This module explains the nature of public problems and the popular term so-called “wicked problems.” This module also defines three major approaches to public administration. In doing so, students can comprehend both the problems and approaches to PA. Lastly, the module explains the idea of public value and be able to apply the framework to real-world examples. This module reflects on these foundational perspectives and considers the implications of those works on democratic society.

Assignments:

- Required Readings: Rittel & Webber (1973), Rosenbloom (1983), Moore (2014)
- View Lecture Videos: Ph.D. Candidate Minwoo Ahn
- D2L Discussion Question: Wicked problem framework describes the key characteristics of public problems. However, this article also gives an impression that policy solutions

are impossible given the contemporary conditions of social and public problems. Given what you know about the public problems and policy solutions these days, do you believe that Rittle & Webber's (1973) wicked problem framework is still relevant in the current era of public management? Provide examples to help support your opinion.

- Complete Quizzes: 10 questions MC/TF quiz taken through D2L

Jul 13th-Jan 19th, 2021

Module 2: People in Organization I

Description

Module 2 will give an overview of concepts and theories about human motivation in the workplace. This module will explain the differences between intrinsic and extrinsic motivations. In addition, this module will compare and contrast different types of incentives to motivate employees. This module will also analyze employee motivations and design proper reward systems.

Assignments:

- **Required Readings:** Rainey Ch9, Ryan & Deci (2000), Houston (2009)
- **View Lecture Videos:** Dr. Seungho An
- **D2L Discussion Question:** Describe need and process theories of motivation. If you are a public manager in the City of Tucson, which motivation theory (e.g., Maslow's hierarchy, Alderfer's ERG, McGregor's Theory X and Y, Self-determination theory, etc.) would you like to adopt and apply to motivate your employees and why?
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

Midterm Exam: Essay

- Students are required to submit the midterm essay.
- Format: word doc, double spaced, font size 12, Times New Roman, should not exceed 5 pages including bibliography
- Due: Midterm exam should be submitted by Feb 2.
- Essay question will be posted in the separate d2l section.

Jan 27th- Feb 2nd, 2021

Module 3: People in Organization II

Description

Module 3 lays out the foundation and evolution of leadership studies. This module will differentiate between leaders and managers. Module will also analyze employee characteristics

and apply leadership styles accordingly. In addition, students will be able to compare and contrast different leadership styles.

Assignments:

- **Required Readings:** Rainey Ch11, Van Wart (2013), Eagly & Karau (2002)
- **View Lecture Videos:** Dr. Seungho An
- **D2L Discussion Question:** Describe the similarities and dissimilarities of transformational and transactional leadership styles. Which leadership style do you think is likely to work better in public organizations and why?
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

Feb 3rd- Feb 9th, 2021

Module 4: Structure of Public Organizations

Description

Module 4 analyzes the different dimensions of structure as well as the factors influence structural decisions. This module will also compare and contrast differentiation and integration in organizational design. In addition, students will be able to identify the different types of structural configurations.

Assignments:

- **Required Readings:** Rainey Ch.8, Bolman & Deal Ch.4
- **View Lecture Videos:** Dr. Craig Smith
- **D2L Discussion Question:**
The development of formal rules and procedures is an important aspect of structural analysis. Over time, some organizations develop burdensome rules and procedures, referred to as red tape. However, as mentioned in the lectures, red tape elicits different perceptions from different people. Herbert Kaufman, a noted public administration scholar, went so far as to claim, “one person's red tape is another person's cherished procedural safeguard.” Given what you know about the public sector, its values, and the role of public employees in society, do you believe the public sector has a red tape problem? Provide examples to help support your opinion.
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

Feb 10th- Feb 16th, 2021

Module 5: Organizational Environment

Description

This module explains the reason why managing organizational environment is crucial in fast changing society. Students will be able to describe the three perspectives on organization:

Rational, Natural, and Open system perspective. Students will also draw the implications of the three perspectives from organizational environment perspective. Furthermore, students will be able to analyze organizational environment through various perspectives using real world examples.

Assignments:

- **Required Readings:** Rainey Ch.4, Scott & Davis Ch.1, Powell 1990
- **View Lecture Videos:** Ph.D. Candidate Minwoo Ahn
- **D2L Discussion Question:**
In the face of enormous external challenges that affect every part of your organization, many public and non-profit organizations have finite resources to navigate challenging circumstances. Some scholars would argue that organizations need to focus on the protection of technical core while other scholars would argue that organizations need to focus on the adaptation to the new organizational environment. Given what you know about public organizations and external challenges, if you are a leader of one of these organizations, what kinds of strategies do you prefer to put in place to cope with external challenges? Provide examples to help support your opinion.
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

Feb 17th- Feb 23rd, 2021

Module 6: Collaborative Governance

Description

Module 6 describes the kinds of organizational methodologies that can be useful to solve wicked problems. This module, then, will explain the significance of collaborative governance (CG) approach to wicked problems in public management. In addition, students will also learn a variety of challenges and opportunities of CG approach.

Assignments:

- **Required Readings:** Emerson Nabatchi Balogh (2012), Huxham et al (2000)
- **Optional Readings:** Ulibarri (2015), Haytar & Nisar (2018)
- **View Lecture Videos:** Ph.D. Candidate Minwoo Ahn
- **D2L Discussion Question:**
In theory, collaborative governance is designed to provide all relevant parties with equitable processes and outcomes. However, in reality, there are power imbalance and strategic uncertainty among participating organizations. Effective collaborative governance is hard to be achieved and is even more challenging to be sustained. Do you believe that collaborative governance approach is still more effective than market approach or hierarchical approach? Provide examples to help support your opinion.
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

Feb 24th- Mar 2nd, 2021

Module 7: Accountability, Ethics, and Social Equity

Description

Module 7 describes why participation and ethics are important in public management. This module will explain different ways to engage the public in the work of government. In addition, students will analyze ethical dilemma faced by public administrators.

Assignments:

- **Required Readings:** Nabatchi & Leighninger (2015) Ch.1 and Ch.2, York (1984)
- **View Lecture Videos:** Dr. Suyeon Jo
- **D2L Discussion Question:**
Explain the three forms of direct public participation. Putting yourself in the shoes of a public administrator, what would you think the most effective form (among the three forms) for gathering direct public input on your work as a public administrator? Why? Justify your choice using theories and examples.
- **Complete Quizzes:** 10 questions MC/TF quiz taken through D2L

Final Exam

- **Final Exam:**

Students are required to select and answer one essay question among a set of questions.

Format: word doc, double spaced, font size 12, Times New Roman, should not exceed 5 pages including bibliography

Due: Final exam should be submitted by 7 Mar.

Here is the link to the Final Exam Regulations,

<https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information>, and Final Exam Schedule, <http://www.registrar.arizona.edu/schedules/finals.htm>

Required Texts

Required:

There is no required textbook. Weekly reading will be posted on the d2l.

Recommended:

You can read Rainey (2009)'s textbook. You can access this book through University of Arizona library.

Rainey, H. G. (2009). Understanding and managing public organizations. John Wiley & Sons.

Grading Policy

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Grade Distribution for this Course:

A: 90-100

B: 80-89.9

C: 70-79.9

D: 60-69.9

E: Below 60

Grading:

Grade Breakdown	
Module Quizzes	25% of final grade (A total of seven quizzes)
Weekly Discussions	35% of final grade (A total of seven discussions)
Written Assignment	20% of final grade (Midterm essay)
Final Exam	20% of final grade (Final essay)

Late Work Policy

Late assignments will be accepted for 24 hours after the due date for a penalty of one letter grade. The late homework penalty may be waived under special circumstances and will be decided on a case by case basis by the instructor. Petitions to waive the late homework penalty must be sent to the instructor by e-mail BEFORE the homework deadline (beginning of class on the day the homework is due).

Extra Credit Opportunity

There will be an opportunity to earn extra credit in this course. This semester, several academic research projects will be conducted in the SGPP Research Center by individuals affiliated with the School—all studies will take place online, at least for the time being. You will receive reminders throughout the semester regarding these opportunities. After participating in a project, you will receive one point, which will be applied to your final score at the end of the semester. You can earn up to one point in total by participating in one of these studies. Studies typically involve completing a short survey, which takes between 15 minutes to an hour to complete. If you have any questions about this, please email SGPPResearch@email.arizona.edu – do not email me.

Assignments

Module Quizzes

For each module, you must complete the multiple-choice or T/F quiz based on the module's assigned readings and lectures. You can access the quizzes through D2L and complete them any time during the week for which they are assigned. Each quiz will become available to you at the beginning of each module (beginning on Wed morning) and must be completed by the end of the module (11:59PM on Tue). The questions for each quiz will come from each of the week's assigned readings or viewing well as from the weekly lecture. Once you begin the quiz, you will have one hour to complete it. All questions for the module quizzes are multiple choice or T/F and are scored automatically through the D2L system, so you can see your score immediately after finishing them. The quizzes are open-notes assignments, but you may not discuss the questions or your answers with fellow classmates.

Weekly Discussions

For each week of the class, all students must participate in the online class discussion board. To participate in the class discussions, first locate the class discussion boards in D2L, which are separated by week. In this discussion board, you will need to make a weekly post articulating your points to answer the discussion question (by Sunday 11:59PM) and respond to the posts of two classmates (by Tuesday 11:59PM). Your communication in the d2l should be well-articulated and professional in nature. In both your weekly post and responses to the classmates, you should construct the topic sentence and supporting sentences to clearly deliver your points. You are also expected to apply concepts and theories you learned from the class to your written assignments. You are required to post at least one paragraph as the response of your classmates.

The satisfactory post will meet following qualifications:

- Thinking and insight are clear and concise, responding to all of the prompts.
- There is a clearly established link with the content for that week.
- Thinking demonstrated the creation of NEW knowledge or insights beyond a summary of course content.
- Writing contains a logical flow of ideas.

Midterm and Final Essay

Students should submit two written assignments. You are highly recommended to construct the topic sentence and supporting sentences to clearly deliver your points. You also need to consider the overall organization of paragraphs. You are encouraged to have the standard essay format (e.g. introduction, a few main points, conclusion). I will not judge the quantity of writing, but I will care the quality of your critical thinking and the way you articulate your original thoughts.

The satisfactory essay will meet following qualifications:

- Analysis: Author directly addresses main question or issue and adds new insight to the subject not provided in lectures, readings, or class discussions.
- Recommendations: Author demonstrates ability to synthesizes class knowledge in new ways
- Sources & Citation: Evidence is compelling and used from a wide range of sources, including course materials and appropriate outside sources. All evidence is properly cited.
- Clarity and Style: Reader is engaged by a clear, concise, and compelling style. All sentences are grammatically correct and clearly written. Word choice is appropriate to the audience and argument. Paper has been spell-checked AND proofread and contains no errors.

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at: <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See: <https://deanofstudents.arizona.edu/absences>

Incomplete (I) or Withdrawal (W):

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Classroom Behavior Policy

The d2l is our classroom. Students should not think the d2l as any other casual online web pages. You are required to behave properly in the d2l and have to show proper classroom behavior like any other in-person class.

Threatening Behavior Policy

Students should not show disruptive behaviors, attitudes and expressions in the d2l. Students also should not demonstrate any kinds of physical and non-physical threatening behaviors to anyone in the classroom. The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

Here is the policy on the Disability Resource Center website:
<http://drc.arizona.edu/instructors/syllabus-statement>.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

You can also refer to the University Libraries to have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination. Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

University Policies

All university policies related to a syllabus are available at:

<https://academicaffairs.arizona.edu/syllabus-policies>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.