

# Public Management

PSAA 634-601

Bush School of Government & Public Service  
Department of Public Service & Administration

Spring 2020

**Professor Mallory Compton**

## Contact Information

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Classroom:	ALLN 1110
Class Time:	Tuesdays 9:35 am-12:15 pm
Student Hours:	Tuesdays 12:20 to 1:20, and by appointment

## Learning Objectives

PSAA 634 provides a comprehensive coverage of both public management and public organizational behavior. This course seeks to give the student a detailed overview of both technical aspects of public management practices and skills for effectively managing behavior within public organizations. The course will primarily focus on public, government organizations, but will also highlight best practices for the nonprofit sector, as well. Although the course focuses primarily on the United States, many of the concepts it addresses are additionally relevant to other countries.

This syllabus is a proposed outline of the course. Reasonable notification will be provided for any required changes. No prerequisites are required for this course.

## Essential Elements of Public Management

After successful completion of this course, the students will be able to:

1. Apply models of decision making (esp. rational choice, bounded rationality, and sense-making/institutional theories).
2. Explore group/team management (principal/agent and collective action problems in teams, group think, etc.).
3. Understand diversity management.
4. Explain the importance of and implementation of performance management systems, including the rationale for evidence based management generally, the design of measurement systems, and the management of performance systems.
5. Examine the processes related to inter-organizational relations, including “horizontal” / non-hierarchical coordination, collaboration and policy networks, and their associated challenges and opportunities.

6. Identify the various forms of public participation and its impact on public management.
7. Recognize the legal context of public management (Judicial control of administrative decisions/policies, rule-making, etc.).

## Assigned Readings

There is *one* assigned textbook for this course. All additional readings will be made available electronically (free of charge) through the course eCampus page.

- Rainey, H. G. (2014). *Understanding and Managing Public Organizations*. 5th edition. San Francisco: Josey-Bass.

This book is available as an eBook (free of charge with a TAMU login) through the TAMU library system here: <https://learning.oreilly.com/library/view/understanding-and-managing/9781118584460/>

## Evaluation

Your evaluation in this course will be based on five assignment types. First, in advance of each substantive class meeting, students will write and submit analytical response essays, constituting 50% of the total course evaluation. Second, at the end of the semester, students will choose one of their weekly essays to revise and expand upon, to submit as their final analytical memo. Third, students will participate in one group case project, constituting 15% of the course evaluation. Fourth, students will participate in a class-wide simulation exercise, constituting 15% of total course evaluation. Lastly, students are expected to contribute intellectually to class meetings and to participate in all in-class exercises and activities, and will therefore be evaluated on their active and respectful participation, worth 10% of the final grade.

- There will be NO extra credit opportunities in this course.

### ASSIGNMENT WEIGHTING:

Weekly Analytical Essays	50%
Final Analytical Memo	10%
Group Project	15%
Simulation Exercise	15%
Participation	10%

### GRADE CLASSIFICATION

89.5 and above	A	Exceeds my expectations
79.5 to 89.4	B	Meets my expectations
69.5 to 79.4	C	Meets my minimum expectations
59.5 to 69.4	D	Fails to meet my expectations
Below 59.5	F	Fails to meet course requirements

## Analytical Response Essays (50%)

Beginning in week two of the semester students will prepare a 2-page single-spaced solo-authored analytical response essay on the theme of the week *in advance of the class meeting*. These essays are an opportunity for students to think analytically about the content they have read in preparation for the class meeting.

Analytical response essays are *not* summaries of the readings, nor are they opinion pieces. The purpose of an analytical essay is to bring original and critical thought to bear on class material. *You must be clear in stating the purpose of your essay in the first paragraph*. Although references to readings from other weeks or other courses are encouraged, the emphasis of the analysis must be on the current week's theme and assigned readings. Proper citation styles must be employed throughout. Cited reference lists are *not* included in the 2-page limit. Additional information will be provided in a handout.

If an essay is not submitted through eCampus *before 9:35AM on the day of each class meeting*, it will receive a grade of zero and no feedback will be provided. There will be eleven weeks in which an essay is "due." At the end of the semester, each student's lowest two essay grades will be dropped (no questions asked, even if the grade is a "zero" or non-submission), and the 9 highest essay grades will be averaged to produce a score weighting 50% of the final course grade.

## Final Analytical Memo (10%)

At the end of the semester, students will write a 5-page (single-spaced) memorandum on one (or more) of the topics covered in class. Students are encouraged to choose one of their previously submitted analytical response essays to revise and expand for this assignment. The expectation, however, is that these memos will demonstrate greater synthesis and deeper theoretical understanding than could be achieved in any one analytical response essay. Memos will also be evaluated on the extent to which theoretical principles are translated into applicable lessons. More details on expectations and formatting guidelines will be shared in class. *The deadline for submitting a Final Analytical Memo will be April 28th, at 5PM.*

## Group Project (15%)

One case-based group project will constitute a portion of your evaluation. Each group will have around 5 members, who will be randomly assigned by the professor. As a group, you will collaborate to analyze a problem (from the perspective of a public administrator/manager), present your analysis and conclusions, and submit a written report.

Evaluation of students' performance will be a weighted average of their peers' evaluation of their contribution, the group presentation quality, and the submitted report. More information about evaluation and expectations for these projects will be provided in class.

## Simulation Exercise (15%)

Towards the end of the semester, the entire class will participate in a Simulation Exercise. Every student is expected to participate, which will include some degree of preparation in advance. More information will be provided on expectations and evaluation.

## Participation (10%)

Much of in-class time will be in seminar format. Students are expected to contribute to class discussion regularly. To foster collegial dialogue in these sessions, students should arrive in class prepared to discuss the reading material and students are asked to refrain from unnecessary use of computers, tablets, or other electronic devices during seminars. Beyond merely participating in discussion, a failure to demonstrate respect for the ideas and perspectives of your fellow students or professor will detract from your participation grade.

Behavior that will lower your participation grade includes, but is not limited to, the following:

1. The use of cell phones or other electronic devices that appear to distract you from the class
2. Excessive absences without notice or a valid university excuse
3. Unprofessional, insensitive, or disrespectful behavior, for example:
  - a. Interrupting others when they are speaking
  - b. Using dehumanizing, derogatory, or coarse language, at any time
  - c. Dismissing others' ideas for any reason other than intellectual merit, i.e. due to the person's nationality, age, gender, etc.
  - d. Expressing threat or intent to harm, even if meant "as a joke"

## Attendance & Missed Assignments

When in doubt, communicate with me as soon as possible before an absence or missed assignment takes place. Missing assignment grades may be replaced only with a university excused absence. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). If any of our class meetings conflict with your religious events (see here: [dof.tamu.edu/rules/religious-observance](http://dof.tamu.edu/rules/religious-observance)), please let me know so that we can make arrangements for you in advance.

- I WILL record attendance at every class meeting. This information will affect students' participation grades.
- I WILL NOT accept any late work without a university excused absence.

## Writing Expectations

All written work in this course must be submitted to the professor through the eCampus website, and should be single-spaced, in 12 pt font, with 1 in margins. I expect proper English (US or UK)

grammar, spelling, and punctuation to be practiced. Writing that does not meet this expectation will be penalized accordingly.

For advice and resources on writing (and presenting), consult the Texas A&M University Writing Center at [writingcenter.tamu.edu](http://writingcenter.tamu.edu), or the Bush School's writing center at: [sites.google.com/site/bushschoolwriting/home](https://sites.google.com/site/bushschoolwriting/home) .

Students may use any established format for citing references, either Chicago or APA styles are suitable choices. It is most important that your chosen citation style be consistent throughout the entire piece of writing. Failure to properly cite your sources and references will result in a referral to the Honor Council for academic dishonesty. For additional information on citing sources, see here: [tamu.libguides.com/citationbasics](http://tamu.libguides.com/citationbasics).

## Online Course Materials and Turnitin

All assignments, class slides, handouts, additional reading materials, and the syllabus for this course will be made available through the course page on the TAMU eCampus website here: [ecampus.tamu.edu](http://ecampus.tamu.edu). All assignments must be submitted using Turnitin through the same eCampus website.

→ I WILL NOT accept hard-copy or emailed assignments. Period.

## Email Policy

If you email me over the weekend, I reserve the right to reply on Monday afternoon. If you email me with a question that is clearly addressed in this syllabus, I reserve the right to reply with a whimsical GIF.

## Appointments & Student Hours

During the regularly scheduled student hours (a.k.a “office hours,” Tuesday 12:20-1:20), I will be in my office and the door will be open to any student(s) who drop by. No appointment needed.

If, however, those hours are not convenient for you or if you prefer a scheduled time-slot, you can book an appointment with me to guarantee my availability up to two weeks in advance. For everyone's convenience, please use this website to make an appointment: [professorcompton.youcanbook.me](http://professorcompton.youcanbook.me).

Sometimes plans change, so if you need to reschedule or cancel your appointment, please do so through the same site. Feel free to book more than one back-to-back time slot if you think we'll need more than the default 10-minute appointment.

## Plagiarism, Academic Integrity, & the Aggie Honor Code

*“An aggie does not lie, cheat or steal, or tolerate those who do.”*

Students are responsible for creating and authoring their own work, and for adhering to Texas A&M University’s Honor Code. For information about the code and how it is enforced you may visit: [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) .

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and present it as your own, even if you should have the permission of the original author. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

The best way to avoid plagiarism is to err on the side of caution when you are in doubt about the need to cite sources. For more information about proper citation and attribution, see the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty,” or the library guide at: [library.tamu.edu/services/library\\_tutorials/academic\\_integrity/](http://library.tamu.edu/services/library_tutorials/academic_integrity/)

If any of the university’s policies regarding academic integrity are unclear, students should consult with their instructor sooner rather than later.

- This course has is a **zero-tolerance policy**. All coursework will be submitted through software designed to detect plagiarism. In the event that coursework is deemed by the professor to be substantially plagiarized, the student will fail the course, an “F\*” will be reported on the student’s transcript along with the notation “FAILURE DUE TO ACADEMIC DISHONESTY,” and a Violation Report will be filed with the Aggie Honor System Office. *There will be no exceptions to this rule.*

## The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [disability.tamu.edu/](http://disability.tamu.edu/).

## Diversity & Accessibility

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see [diversity.tamu.edu/](http://diversity.tamu.edu/)).

*Please let me know ways to improve the effectiveness or accessibility of the course for you personally or for other students or student groups.* I want to hear from you. It is important to me that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs are addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Accordingly, everyone is expected to respect the different experiences, beliefs, and values expressed by fellow students and instructors, and will engage in reasoned discussion that refrains from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints. This applies both INSIDE and OUTSIDE of the classroom and includes electronic venues such as GroupMe.

## **Name & Pronouns**

Professional courtesy and sensitivity will be taken seriously in this classroom. Class rosters provided to me include only students' legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me early in the semester (in writing or in person) so that I may make appropriate changes to my records.

## **Health & Wellbeing**

Graduate school is demanding; you will face unexpected challenges. I, as well as all faculty at the Bush School, expect you to work hard. Your health and wellbeing, however, are more important than academic achievement. If you are feeling overwhelmed, stressed, or facing any other obstacle which seems to be getting in the way of your wellbeing and/or academic achievement, I strongly encourage you to seek out support within the Bush School, or with the Counseling and Psychological Services on campus. Resources and help are available both on-line and in-person *free of charge* for university students. For more information: [caps.tamu.edu](https://caps.tamu.edu).

In the event that you are in need of in-person physician or dial-a-nurse medical care (including women's health and pharmacy services), please take advantage of the TAMU Student Health Services. Regardless of your health insurance status, services are available to you as an enrolled student for a *very small fee*. For more information: [shs.tamu.edu/](https://shs.tamu.edu/)

## **Childcare Emergencies**

If you find yourself without childcare on any given day, please feel free to bring your child to class. I would rather have children see a college classroom than have any student miss a day of class. If your little one should need to attend class, I request that you to sit near the door so that you may step in and out of class as needed while minimizing disruptions to the class.

## Additional Helpful Links

Academic Calendar	<a href="http://registrar.tamu.edu/General/Calendar.aspx">registrar.tamu.edu/General/Calendar.aspx</a>
Student Rules	<a href="http://student-rules.tamu.edu">student-rules.tamu.edu</a>
Religious Observances	<a href="http://dof.tamu.edu/rules/religious-observance">dof.tamu.edu/rules/religious-observance</a>
Counseling and Psychological Services	<a href="http://caps.tamu.edu">caps.tamu.edu</a>
Student Health Services	<a href="http://shs.tamu.edu/">shs.tamu.edu/</a>
Bush Writing Center	<a href="http://sites.google.com/site/bushschoolwriting/home">sites.google.com/site/bushschoolwriting/home</a>
Citation Basics	<a href="http://tamu.libguides.com/citationbasics">tamu.libguides.com/citationbasics</a>
Appointments with me	<a href="http://professorcompton.youcanbook.me">professorcompton.youcanbook.me</a>

# Schedule, Topics, and Readings

The course syllabus is a general plan for the course; deviations may be necessary. I reserve the right to add or remove readings at any time, with reasonable notice to the class.

## WEEK 1, JAN. 14 – INTRODUCTIONS

*No assigned reading.*

## WEEK 2, JAN. 21 – INTRODUCTION TO PUBLIC MANAGEMENT AND ORGANIZATIONS

 **Analytical Essay #1 DUE**

- Rainey Ch. 1: “The Challenge of Effective Public Organization and Management”
- Rainey Ch. 2: “Understanding the Study of Organizations: A Historical Review”
- Case Study 1: Rainey’s “Moving the Maisenbacher House”
- Application 1: NASCA’s “The Art of Leading a State Government Agency” [Download Here.](#)

## WEEK 3, JAN. 28 – PUBLIC MANAGEMENT IN CONTEXT

 **Analytical Essay #2 DUE**

- Rainey Ch. 3: “What Makes Public Organizations Distinctive”
- Rainey Ch. 4: “Analyzing the Environment of Public Organizations”
- Case Study 2a: Rainey’s “The Case of the Vanishing Volunteers”
- Case Study 2b: Rainey’s “The Case of the Crummy Contract”
- Application 2: NASCA’s “Considerations for Public-Private Partnerships” [Download Here.](#)

## WEEK 4, FEB. 4 – POLITICS, POLICYMAKING, AND PUBLIC ORGANIZATIONS

 **Analytical Essay #3 DUE**

- Rainey Ch. 5: “The Impact of Political Power on Public Policy”
- DeLeon, Linda. (2005). “Public Management, Democracy, and Politics,” Chapter 5 in *The Oxford Handbook of Public Management*. Oxford: Oxford University Press.
- Case Study 3: E-PARCC’s “The End of Diversity Policy? Wake County Public Schools and Student Assignment” [Download Here.](#)
- Application 3: Pew Charitable Trust & MacArthur Foundation’s “How States Engage in Evidence-Based Policymaking” [Download Here.](#)

## WEEK 5, FEB. 11 – ORGANIZATIONAL GOALS AND SUCCESSES

 **Analytical Essay #4 DUE**

- Rainey Ch. 6: “Organizational Goals and Effectiveness”
- Compton, M. E., & Meier, K. J. (2017). “Bureaucracy to Postbureaucracy: The Consequences of Political Failures.” *Oxford Research Encyclopedia of Business and Management*. [Download Here.](#)
- Case Study 4: NASCA’s “Pursuing a Vision: Nebraska’s Center of Operational Excellence” [Download Here.](#)

- Application 4: CSG's "The New World of Big-Data-Informed Performance Management" [Download Here.](#)

WEEK 6, FEB. 18 – ORGANIZATIONAL STRATEGY AND PLANNING

 Analytical Essay #5 DUE

- Rainey Ch. 7: "Formulating and Achieving Purpose: Power, Decision Making, and Strategy"
- Bryson, J. And L. H. Edwards (2017) "Strategic Planning in the Public Sector" *Oxford Research Encyclopedia of Business and Management.* [Download Here.](#)
- Case Study 5: PARCC's "A Collaborative Strategy for Organizational Survival" **Parts A AND B:** [Download Here.](#)
- Application 5: NASCA's "The business of running state government operations: *Insights on risk management*" [Download Here.](#)

WEEK 7, FEB. 25 – ORGANIZATIONAL DESIGN AND TECHNOLOGY

 Analytical Essay #6 DUE

- Rainey Ch. 7: "Formulating and Achieving Purpose: Power, Decision Making, and Strategy"
- Rainey Ch. 8: "Organizational Structure, Design, Technology, Information Technology and Social Media"
- Case Study 6: PARCC's "The Adoption of Technology Open Standards Policy by the Commonwealth of Massachusetts" [Download Here.](#)
- Application 6: NASCA's "The Business of Running State Government Operations: *Insights on Digital Government*" [Download Here.](#)

WEEK 8, MAR. 3 – \*\*TEAM PRESENTATIONS & REPORT SUBMISSIONS\*\*

 Team Projects DUE

MARCH 10 - \*SPRING BREAK\* (NO CLASS MEETING)

WEEK 9, MAR. 17 – THE PEOPLE INSIDE ORGANIZATIONS

 Analytical Essay #7 DUE

- Rainey Ch. 9: "Understanding People in Organizations: Motivation and Motivation Theory"
- Rainey Ch. 10: "Understanding People in Organizations: Values, Incentives, and Work-Related Attitudes"
- Case Study 7: Rainey's "The Case of Joe the Jerk"
- Application 7: NASCA's "Job One: Reimagine Today's State Government Workforce" [Download Here.](#)

WEEK 10, MAR. 24 – LEADERSHIP IN PUBLIC SERVICE

 Analytical Essay #8 DUE

- Rainey Ch. 11: "Leadership, Managerial Roles, and Organizational Culture"

- Denis, Jean-Louis, Ann Langley, and Linda Rouleau (2004). “Rethinking Leadership in Public Organizations,” Chapter 19 in *The Oxford Handbook of Public Management*. Oxford: Oxford University Press.
- Case Study 8: Rainey’s “A Funeral in the Public Service Center”
- Application 8: NASCA’s “What it Takes to be a Successful State Chief Administrator: Core Competencies for Effective Leadership” [Download Here.](#)

WEEK 11, MAR. 31 – ORGANIZATIONAL CULTURE AND ETHICS

 Analytical Essay #9 DUE

- Rainey Ch. 11: “Leadership, Managerial Roles, and Organizational Culture”
- Dobel, J. Patrick. (2004) “Public Management as Ethics” Chapter 7 in *The Oxford Handbook of Public Management*. Oxford: Oxford University Press.
- Case Study 9: Ouwerson, T. K. And C. K. Meyer (2015) “What is Right with Rights?” Chapter 30 in *Solving Public-Management Problems*.
- Application 9: U.S. Office of Government Ethics Strategic Plan (FY 2018-2022) [Download Here.](#)

WEEK 12, APR. 7 – POWER, POLITICS, AND CONFLICT IN PUBLIC MANAGEMENT

 Analytical Essay #10 DUE

- Rainey Ch. 5: “The Impact of Political Power and Public Policy”
- Rainey Ch. 7: “Formulating and Achieving Purpose: Power, Decision Making, and Strategy”
- Rainey Ch. 12: “Teamwork: Understanding Communication and Conflict in Groups”
- Case Study 10: PARCC’s “Community Engagement for Organizational Change: Planning for a Sustainable Future for the City of Seattle’s Langston Hughes Performing Arts Institute” [Download Here.](#)
- Application 10: HBR Article: “Before You Make That Big Decision...” [Download Here.](#)

WEEK 13, APR. 14 – \*\*IN-CLASS SIMULATION EXERCISE\*\*

 Preparatory Assignments TBA

WEEK 14, APR. 21 – RECENT TRENDS IN PUBLIC MANAGEMENT

 Analytical Essay #11 DUE

- Rainey Ch. 13: “Managing Organizational Change and Development”
- Rainey Ch. 14: “Advancing Effective Management in the Public Sector”
- Case Study 11: TBA
- Application 11: TBA

WEEK 15, APR. 28 – \*\*NO CLASS MEETING (REDEFINED FRIDAY)\*\*

 Final Analytical MEMO DUE

## Spring 2020 Class Schedule Summary

Wk	Date	Topic	Assigned Readings	Essay Due
1	Jan. 14	Introductions	None	No
2	Jan. 21	Introduction to Public Management and Organizations	Rainey Chs. 1 & 2 Case Study 1 & Application 1	Essay #1
3	Jan. 28	Public Management in Context	Rainey Chs. 3 & 4 Case Study 2a & 2b; Application 2	Essay #2
4	Feb. 4	Politics, Policymaking, and Public Organizations	Rainey Ch. 5 Deleon (2005) Case Study 3 & Application 3	Essay #3
5	Feb. 11	Organizational Goals and Successes	Rainey Ch. 6 Compton & Meier (2017) Case Study 4 & Application 4	Essay #4
6	Feb. 18	Organizational Strategy and Planning	Rainey Ch. 7 Bryson & Edwards (2017) Case Study 5 & Application 5	Essay #5
7	Feb. 25	Organizational Design and Technology	Rainey Chs. 7 & 8 Case Study 6 & Application 6	Essay #6
8	Mar. 3	<b>**Group Project Presentations &amp; Reports Due**</b>		No
	Mar. 10	<b>SPRING BREAK (No Class Meeting)</b>		No
9	Mar. 17	The People Inside Organizations	Rainey Chs. 9 & 10 Case Study 7 & Application 7	Essay #7
10	Mar. 24	Leadership in Public Service	Rainey Ch. 11 Denis et al. (2004) Case Study 8 & Application 8	Essay #8
11	Mar. 31	Organizational Culture and Ethics	Rainey Ch. 11 Dobel (2004) Case Study 9 & Application 9	Essay #9
12	Apr. 7	Power, Politics, and Conflict in Public Organizations	Rainey Chs. 5, 7, & 12 Case Study 10 & Application 10	Essay #10
13	Apr. 14	<b>**In-Class Simulation Exercise**</b>		No
14	Apr. 21	Recent Trends in Public Management	Rainey Chs. 13 & 14 Case Study 11 & Application 11	Essay #11
15	Apr. 28	<b>**Redefined Day, No Class Meeting, Final Analytical Memo DUE 5PM**</b>		