PAD 506 SYLLABUS

ROCKEFELLER COLLEGE OF PUBLIC AFFAIRS AND POLICY
DEPARTMENT OF PUBLIC ADMINISTRATION & POLICY

Fall 2013

PAD 506
FOUNDATIONS OF PUBLIC MANAGEMENT

Course Instructor: Professor Yvonne D. Harrison
Course Meeting Schedule: Wednesdays August 28th-December 4th, 5:45 to 8:50 p.m.
Course Meeting: HS 217
Office Location: Milne 111
Office Hours: Wednesdays, 4-5 pm (Milne 111); Saturdays 9-12 pm (Starbucks on Western)
Office Phone: 518-442-4001
Email: yharrison@albany.edu
Twitter: @profharrison

Course Description:

With the global economic recession, governments and nonprofit organizations throughout the world have to respond more rapidly to changing conditions in the environments in which they operate. In the United States, the impact has been to increase the role and responsibility of public organizations and their leaders to effectively protect and serve the public interest in a time of uncertainty.

In the absence of a single model of organizational effectiveness, this course explores the literature with three questions Tompkins (2005) raises in his 2005 book, Organization Theory and Public Management:

1. What defines an effective organization and what values and methods will bring it into being?
2. How can an organization's many work activities be coordinated and controlled so that organizational objectives are accomplished?
3. What can managers do to encourage high levels of motivation and performance?

The course utilizes Quinn and Rohrbaugh’s (1983) Competing Values Framework to organize the literature into four schools of organization thought, sets of management competencies, and effectiveness criteria. Finally, the course draws from the popular management consulting work of Kets de Vries (2003) and various current event articles to illuminate organizational, management, and leadership effectiveness challenges.
Course Learning Outcomes and Competencies

The learning outcomes below include measureable things that you will do in the course as well as results from learning.

- To reflect critically on public administration and management situations and events in order to gain mastery of public administration and management concepts.
- To engage in the course by discussing cases, situations, and events and making persuasive oral and written arguments for courses of action based on evidence.
- To appropriately apply knowledge in written assignments, class facilitation exercises, and tests.
- To develop management and leadership competency.

The following competencies will serve as a guide for the development of the behaviors and skills expected of public and nonprofit sector managers and leaders today:

1. To lead and manage in public governance.
   a. Plan and manage projects, both individually and in teams, to meet goals
   b. Prioritize activities in a manner consistent with goals; and
   c. Coordinate actions recognizing competing interests of the individuals, groups, and organization(s) involved.
2. To participate in and contribute to the policy process.
   a. Promote improvement by developing new insights and innovations;
   b. Align policy objectives and priorities with their organization’s mission and values;
   c. Participate in the development of networks spanning organizational to build strategic relationships to achieve goals; and
   d. Balance conflicting interests and demands from multiple constituencies.
3. To analyze, synthesize, think critically, solve problems and make decisions in public governance.
   a. Analyze information to define and evaluate problems.
   b. Identify potential solutions to problems.
   c. Communicate recommendations in a profession manner that is well-documented and will stand up to scrutiny.
4. To articulate and apply a public service perspective.
   a. Promote principles of equity, representativeness, responsiveness, transparency and fairness.
   b. Demonstrate these values in interactions with diverse constituencies; and
   c. Act in a manner that…
      i. demonstrates a sense of duty, ethics, and integrity
      ii. minimizes conflicts of interest, and
      iii. builds public trust
5. To communicate and interact productively with a diverse and changing workforce and citizenry.
   a. Present information in writing and orally, that is concise, accurate, clear, and informed by evidence.
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- Tailor presentation to diverse audiences.
- Pursue, develop, and weigh diverse perspectives; and
- Demonstrate civility, sensitivity, and respect for others.

Course Learning Activities

- In-Class Readiness Assurance Tests (RATs) (4)—20 % (September 25th; October 9th, October 23rd; November 13th)
- Learning Integration Questions (4)—25 % (September 25th; October 9th, October 23rd; November 13th)
- Team Presentation/Facilitated Discussion (1)—10 % (September 25th; October 9th, October 23rd; November 13th)
- Case Analysis (1)—15 % (October 16th)
- Competing Values Leadership Effectiveness Self-Assessment Reflection—10 % (November 20th)
- Semester Project—Competing Values Group Effectiveness Assessment and Recommended Practices Presentation and Report—20 % (December 5th)

EXTRA CREDIT—5%:
- Management/Leadership Movie Reflection

Course Texts and Readings

The following required texts and course materials are available from the UAlbany bookstore.

4. Cases and assigned readings can be accessed online in Blackboard as pdf files.

See Table 1 below for the course meeting and reading schedule.

Evaluation of Course Learning

The rubric below, which consists of performance criteria in cognitive (critical thought), content (course concepts), and competency (engagement) dimensions, will be used to evaluate learning activities electronically. Evaluation criteria in the critical thought dimension in the rubric below come from Bradley’s Criteria for Assessing Levels of Reflection (Campus Compact, 2003, p. 87). Additional levels and criteria have been added to provide a holistic framework to evaluate knowledge of public management concepts and competencies of highly effective managers and leaders.

Level Three: A—Highest Level of Reflection (10 points)
Cognitive (3.34)
a. Views things from multiple perspectives; observes multiple aspects of the situation and places them in context;
b. Perceives conflicting goals and objectives within and among those involved in a situation and recognizes that differences can be analyzed and evaluated;
c. Recognizes that actions may be situational and understands many of the factors that affect choice of action;
d. Assertions based on reasoning and evidence; and
e. Has a reasonable assessment of the importance of the situation and decisions facing the organization and his or her responsibility in maintaining confidentiality.

Content (3.33)
   a. Literature is reviewed and references cited in APA;
   b. Concepts, terms and acronyms are clearly defined and appropriately applied;
   c. Document is organized and formatted (e.g. includes an introduction, headers to separate content, conclusion); and
   d. Uses Standard English writing conventions.

Competency (3.33)
   a. Works independently and collaboratively (e.g. reads material; asks clarifying questions; shares and contributes to team work; harnesses the potential of diversity; pays attention to issues of functional and social inclusion);
   b. Works proactively (e.g. anticipates needs; seeks appropriate guidance on issues/problems experienced etc.)
   c. Communicates professionally (e.g. oral and written communication; respects people, time, and limits; puts effort into drafts; responsive to feedback; shares ideas and information; contributes to discussion, resolves conflict respectfully);
   d. Engages in the learning experience (e.g. attends class; good work effort in and outside of class);
   e. Manages time and learning (balances schedule/work; school/personal life; copes well with uncertainty; works toward targets; hands assignments on time); and
   f. Produces (e.g. targets met; shows development of knowledge and skills in learning activities; meets learning outcomes)

Level Two: B—Moderate Level of Reflection (7.5 points)
Cognitive (2.5)
   a. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
   b. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make resolution of the problem difficult.
c. Uses both unsupported personal beliefs and evidence; is beginning to be able to differentiate between them.
d. Perceives legitimate differences from different viewpoints.
e. Demonstrates a beginning ability to interpret evidence.

Minor Content (2.5) and Competency (2.5) Deficiencies
Level One: C—Lowest Level of Reflection (4.5 points)
Cognitive (1.5)
a. Gives examples of observed behaviors or characteristics of the organization, situation, or setting, but provides no insight into the reasons behind the observation;
b. Observations and evidence tend to become one dimensional and conventional or unassimilated repetitions of what has been heard.
c. Tends to focus on just one aspect of the situation.
d. Uses unsupported personal beliefs as frequently as “hard” evidence.
e. May acknowledge differences of perspective but does not discriminate effectively among them.

Major Content (1.5) and Competency (1.5) Deficiencies.

Course Schedule

Table 1 below sets forth the course schedule of course meetings, topics, readings, and learning activity due dates. On two occasions the class does not meet because of statutory holidays such as Yom Kippur and Thanksgiving. Note—while there is no class meeting, there are assigned readings. Please check the schedule very carefully to keep up to date with the readings. Please email any inconsistencies.

Course Schedule

Table 1 below sets forth the course schedule of topics, readings, and the due dates of course learning activities.

Table 1
Course Schedule

<table>
<thead>
<tr>
<th>Unit/ Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Learning Activity</th>
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<tbody>
<tr>
<td>August 29th</td>
<td>Introduction to Public Management</td>
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<td></td>
<td>Course Syllabus, Design and Methodology, Assignment Guide, Review</td>
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<tr>
<td>September 4th</td>
<td>Introduction to Organizational Theory</td>
<td>Tompkins, Chapter 1&amp;2</td>
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<tr>
<td><strong>No Class Meeting</strong></td>
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<td>Quinn, Introduction</td>
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<td></td>
<td></td>
<td>Kets de Vries,</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>Rosh Hashanah</td>
<td>And “Public” Organizations&lt;br&gt;The Leader as Mirror</td>
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<tr>
<td>September 11th</td>
<td>Public Management and Leadership Context&lt;br&gt;Competing Values Framework&lt;br&gt;Core Competency: Critical Thinking</td>
<td>Tompkins, Chapter 3&lt;br&gt;Quinn Introduction</td>
<td>Practice RAT</td>
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<tr>
<td>September 18th</td>
<td>Management Practice and Organizational Performance&lt;br&gt;Leaders and the Exercise of Power</td>
<td>Tompkins, Chapter 3, Quinn Module 2, 1-3&lt;br&gt;Kets de Vries, Chapter 2</td>
<td>Module 2 Learning Integration Questions Competencies 1-5&lt;br&gt;RAT Module 2&lt;br&gt;Module 2 Group Facilitated Class Discussion Theme: Theory of Stability &amp; Control</td>
</tr>
<tr>
<td>Sept. 25th</td>
<td>Theory of Bureaucracy: Administration and Government Scientific Management&lt;br&gt;Letting Go of Power</td>
<td>Tompkins Ch. 4-5&lt;br&gt;Quinn Module 2, Competency 4-5&lt;br&gt;Kets de Vries, Chapter 3</td>
<td>Module 2 Group Facilitated Class Discussion</td>
</tr>
<tr>
<td>Oct. 2nd</td>
<td>Administrative Management Theory&lt;br&gt;Letting Go of Power</td>
<td>Tompkins, Ch. 6&lt;br&gt;Quinn, Module 1: Competency 1-3&lt;br&gt;Kets de Vries, Chapter 3</td>
<td>RAT Module 1&lt;br&gt;Module 1 Learning Integration Questions Competency 1-5&lt;br&gt;Group Facilitated Class Discussion</td>
</tr>
<tr>
<td>Oct 9th</td>
<td>Pre-Relations Theory&lt;br&gt;Human Relations Theory</td>
<td>Tompkins, Chapter 7, 8&lt;br&gt;Quinn, Module 1, Competency 4-5&lt;br&gt;Kets de Vries, Chapter 4</td>
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</tbody>
</table>
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Understanding Emotions

October 16th
- Natural Systems Perspective
- Structural Functional Perspective
- Hubris and the Fool
- The Open Systems Perspective
- Socio-Technical and Structural Contingency Theory
- Promoting Change and Encouraging Adaptability
- Tompkins, Chapter 9 & 10
- Module 4, Competency 1-2
- Kets de Vries, Chapter 5
- Case Analysis

October 23rd
- Tompkins, Chapter 11
- Module 4, Competency 3-5
- Module 4 Learning Integration Questions
- RAT Module 4
- Group Facilitated Class Discussion

October 30th
Field Trip: IBM Metrology and CNSE—Nano Technology and Quality Management in the Fab Lab
- Tompkins, Chapter 14
- Langford and Harrison (2002), Partnering to Produce eGovernment (BB)

November 6th
- Tompkins, Chapter 12 & 13
- Quinn, Module 3, Competency 1-3
- Kets de Vries, Chapter 6

November 13th
- Quinn Module 3, Competency 4-5
- Tompkins, Chapter 15
- Kets de Vries, Chapter 7
- Module 3 Learning Integration Questions
- RAT Module 3
- Group Facilitated Class Discussion

Theme: Theory of Change and Adaptability

8/25/2013
Leadership and Abuse of Power

November 20th
- Participative Management Theory

November 27th
- Integration and the Road to Mastery
  - Excellence in Government

No Class Meeting Thanksgiving

December 5th
- Semester Group Decision-Making Effectiveness
  - CVF Presentations

Profitability

- Quinn Module 4, Competency 1-3
- Tompkins, Chapter 12

- Leadership Competency Reflection and Application Exercise Due
- Tompkins, Ch. 16
- Quinn Conclusion
- Kets de Vries Conclusion

- Semester Project Report and Presentation Due

**Academic Practices and Policies**

**Office Hours**

Milne Hall 111, Wednesday 3-4 pm
Starbucks (on Western across from the Uptown Campus), Saturdays 9-12 pm.

I encourage you to use weekly office hours.

**Writing Support**

The University at Albany provides writing support with many phases of the writing process – brainstorming, organizing, drafting, revision, and editing. It is staffed by friendly and informative writing consultants who believe that anyone can learn to write well and any draft can be developed to serve its writer well. Writing consultants prize lively conversation in a supportive and challenging environment that inspires students to produce their best writing. Primarily not a remedial service, the Writing Center encourages students to visit early and often in their writing process.
• **Use of Technology**

Blackboard will be used to facilitate course communications and learning. I have uploaded the syllabus to the site and created folders for you to submit assignments. In turn, I will use BB to respond to questions as well as to review and evaluate course learning.

If you experience technical difficulties accessing Blackboard, please contact me and/or ITS Helpdesk. They will work hard to ensure that you can connect and interact with the course learning management system. You can check your system settings (e.g. browser and JAVA script) in the Blackboard web site. There is a function on the top right hand corner of the web page to assess system and compatibility issues.

We will be using the iclicker polling technology. You do NOT need to purchase an iclicker as they will be assigned for use during class. In the event that you keep your iClicker or fail to return it, a $40.00 fee will be assessed.

You are encouraged to use personal technology to enhance learning. Personal use of technology that is unrelated to course learning is not permitted (e.g. email, social media applications); will result in a low competency grade.

• **Disability**

The Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973 have helped students to become much more aware of their needs and their rights. Both the ADA and Section 504 of the Rehabilitation Act protect any individual with a physical or mental impairment that substantially limits that person in some major life activity, and any individual who has a history of, or who is regarded as having, such an impairment.

These terms are further defined as follows:

• *Physical or mental impairment:* in order to meet ADA guidelines, impairment must be categorized as a physiological or mental disorder.

• *Substantially limits:* impairment substantially limits an individual in a major life activity if the person cannot perform the life activity at all, or if the individual is limited in the condition, manner or duration of that activity.

• *Major life activity:* examples of the kind of activities that would be considered “major life activities” include, but are not limited to, walking, seeing, breathing, learning, working or performing manual tasks.

• *Qualified person with a disability:* this is defined as one who meets the academic and technical standards requisite to admission or participation in the University’s programs and activities. This includes, but is not limited to, students with any of the following disabilities:
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<table>
<thead>
<tr>
<th>AIDS</th>
<th>Head Injury</th>
<th>Multiple Sclerosis</th>
</tr>
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<tbody>
<tr>
<td>Alcoholism/Chemical Dependency**</td>
<td>Hearing Impairment</td>
<td>Muscular Dystrophy</td>
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<tr>
<td>Cancer</td>
<td>Heart Disease</td>
<td>Orthopedic Impairment</td>
</tr>
<tr>
<td>Cerebral Palsy</td>
<td>Learning Disabilities</td>
<td>Perceptual Impairment</td>
</tr>
<tr>
<td>Diabetes</td>
<td>Mental Illness</td>
<td>Psychiatric</td>
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<tr>
<td>Epilepsy</td>
<td>Mental Retardation</td>
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</tbody>
</table>

If you have, or think you may have, a disability that interferes with your performance as a student in this class, you are encouraged to register with the Disability Resource Center located in Campus Center 137.

- **Late Assignments**

All assignments submitted after the due date and time will be marked late in Blackboard. *Unexcused* late assignments will not be accepted. Late assignments may be permitted under certain circumstances. Please communicate with me in writing through the external email link in Blackboard in advance as soon as is reasonable in case of an emergency.

- **Standards of Conduct**

“Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited” (SU Academic Honesty Policy, January 2004, p. 1). A non-exhaustive list of prohibited conduct drawn from this policy includes:

A. **Committing Plagiarism**

    Plagiarism is the unacknowledged use of the work or intellectual property of other persons, published or unpublished, presented as one’s own work. Examples of plagiarism include but are not limited to copying, paraphrasing, summarizing, or borrowing ideas, phrases, sentences, paragraphs, or an entire paper from another person’s work without proper reference and/or acknowledgement. While different academic disciplines have different modes for attributing credit, all recognize and value the contributions of individuals to the general corpus of knowledge and expertise. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Note that plagiarism can be said to have occurred without any affirmative showing that a student’s use of another’s work was intentional.

B. **Cheating on Assignments**

    Cheating is acting dishonestly or deceptively in connection with an assignment, examination or other activity related to a course.

Examples of cheating include but are not limited to:

- Copying another person’s work;
• Allowing another person to copy one’s work;
• Having someone else complete one’s work; and
• Failing to complete assigned group work. If you are working in a group, it is the responsibility of the student to consult with the faculty member concerning what constitutes permissible collaboration in group work.

C. Submitting False Data

The submission of false data is academic fraud. False data are data that have been fabricated, altered, or contrived in such a way as to be deliberately misleading.

Whether the violation is intentional or not, breach of standards of conduct as outlined in the policy above is a serious situation that can result in a failing grade and other penalties as outlined in the University at Albany, SUNY policy on academic honesty.


• Personal Safety

The University at Albany Police Department (UPD) is responsible for maintaining the safety and well-being of all persons on campus. In the event of a dangerous or hazardous condition, such as physical danger due to potential violence or suicide, bomb threats, or similar situations, call UPD at 911 (from an on-campus phone) or 442-3131 (from a cellular phone or off-campus phone).

• Final Course Grade

Blackboard is programmed to translate numeric grades into calculated assignment grades based on the weight of assignments. For example, each assignment is evaluated on the 10-point scale based on the assessment rubric. For example, earning the maximum 10 points for an assignment will earn the maximum weight. You will be able to view both numeric (out of 10) and calculated grades (assignment weight) in the grade book. An overall course grade is simply the sum of all calculated grades to a maximum of 100. A corresponding letter grade will be issued based on the following scale:

A  94 ≥  Outstanding work. The type of work expected from students with a particular talent or expertise in the field. Demonstrates a consistently high level of reflection in cognitive, content and competency areas.

A-  90-93  Very good work. Shows a depth of knowledge and analytical ability normally attributable to someone with advanced study in the area. Demonstrates a moderate to high level of reflection in cognitive, content, and competency areas.
B+ 86-89 Good work. Consistently demonstrates a moderate level of reflection in cognitive, content, and competency areas.

B  83-85 Competent work. Generally demonstrates a moderate level of reflection the majority in the majority of cognitive, content, and competency areas.

B- 80-82 Satisfactory work. Shows some lack of knowledge and ability in the area. Demonstrates a moderate to low level of reflection in cognitive, content, and/or competency areas.

C+ 76-79 Acceptable work. Demonstrates a lower level of reflection at times in cognitive, content, and/or competency areas.

C  73-75 Marginally acceptable work. Inconsistent level of reflection in cognitive, content, and competency areas.

C- 70-72 Minimally acceptable work. Consistently low level of reflection in cognitive, content, and competency areas.

D <72 Unacceptable work in all areas.

Please report any discrepancy between assigned numeric grades and your calculated course grade.