PAD 506: Foundations of Public Management
Mondays from 1:40 to 5:20 p.m. in Husted 0310
Spring 2016

Instructor: Edmund C. Stazyk, PhD
Office: 210 Milne
Phone: 518-591-8723
E-Mail: estazyk@albany.edu

Office Hours:
Best by Appointment
Mondays 10:00 – 1:00

PRIMARY COURSE OBJECTIVES

Many of the daily challenges public managers confront originate from a need to coordinate and control organizational and individual action and behavior to meet broader social objectives. Public managers who hope to address these challenges require an understanding of 1) the unique institutional context of public organizations and 2) the behavior of individuals within these organizations. Such knowledge may help managers identify factors affecting organizational performance and can provide managers with tools to more fully realize organizational goals and resolve organizational problems.

In this course, we will examine several theories that seek to explain the actions of organizations (organization theory) and the behavior of individuals within organizations (organizational behavior). Our goal is two-fold: 1) to explore relevant research in public administration and 2) to bridge theory and practice in ways that will help you approach and successfully address complex management problems.

Upon completion of the course, you should have

- Gained a basic understanding of prominent organization theories,
- Acquired the knowledge and abilities necessary to think critically about organizational action and the behavior of individuals within organizations, and
- Learned tools and strategies for understanding, interpreting, and responding to the internal and external contexts of public organizations.

REQUIRED COURSE MATERIALS

All course readings and assignments will be posted to OneDrive. Students are also strongly encouraged to purchase the following book:


REQUIREMENTS AND EVALUATION

Class meetings will consist of a presentation of materials by the professor and a discussion of pertinent issues and readings by course members. Each student is expected to be a prepared and active participant. Readings should be completed prior to their scheduled discussion in class, and students should come to class sessions ready to contribute to an analysis of topics on the agenda.
ATTENDANCE AND CLASS PARTICIPATION

Attendance in class is key to success. Class content will be geared toward helping you complete assignments. Credit will be given for attendance and participation. It is not possible to earn credit if you miss class for reasons other than excused absences or recognized religious holidays.

Repeated late arrivals and early departures from class may result in a reduction of your course grade. Two tardies and/or early departures will count as one absence.

If a student misses more than three classes, the professor may drop you from the course.

USE OF TECHNOLOGY DURING CLASS

The use of computers and tablets in class is permitted for taking notes and accessing relevant course materials. Students found using a computer for reasons unrelated to class will be marked absent and may be asked to leave for the remainder of the period.

Cell phone and pager use is not permitted in class. Phones and pagers should be powered off or turned to silent mode. Students using a phone while in class will be dismissed and considered absent for the day. If you are expecting an emergency call, please inform the professor in advance, keep your device in silent mode, and leave the classroom before answering any calls.

COURSE ASSIGNMENTS

Students are required to meet all deadlines outlined in the course syllabus or communicated verbally. Failure to meet deadlines will result in a lower grade for the course. Late assignments will not be accepted and earn a grade of zero. Assignments are considered late if they are handed in after a posted or assigned deadline.

Submitted assignments must also conform to written and verbal project instructions (e.g., margins, typeface, length, format, and content). Failure to comply with project instructions will result in a lower assignment grade.

All assignments should be emailed to the professor as a Word document. Paper copies will not be accepted.

Article Review and Presentation. Throughout the semester, each student will be responsible for leading the class discussion one or more assigned article. Assignments will be determined during the first session.

Presentations should be discussion based, lasting roughly 20 minutes. Approximately 10 minutes should be devoted to reviewing and summarizing the reading; the balance of one's time should be dedicated to leading a class discussion on the article.

A successful presentation might review 1) the primary themes of the article, 2) any research questions and hypotheses considered, 3) the population/sample studied, 4) key data employed, 5) main conclusions drawn, 6) strengths and weaknesses of the approach taken, and 7) broader implications drawn from the article (e.g., relationship to course concepts and topics). Not all articles will fit this outline; students may modify their presentation to suit a particular reading.

Those not presenting are expected to respond to questions and comment on the readings.

Case Study Briefs. At various times during the semester, we will review and discuss case studies related to our course material. On days when case studies are assigned, students are expected to submit by e-mail
a 1-page written summary of the case before class begins. The summary should be double-spaced, use 12-point Times New Roman font, and have 1-inch margins. Refer to the schedule of classes for deadlines.

Survey Development Project. Drawing on course content and a review of scholarly literature, each student will submit a paper describing a hypothetical mini-survey instrument to the professor. A successful survey development project will incorporate the following items:

1) A concise and articulate research question used to frame survey item selection;
2) A brief summary indicating why your research question is significant;
3) A short discussion of who will be surveyed (e.g., street-level bureaucrats, middle managers, organizational heads) and how (e.g., phone, mail, computer, face-to-face);
4) A detailed list of survey items employed to test your research question. Survey items must come from existing scholarly literature and be appropriately cited (see OneDrive for examples);
5) A description of your measurement scale (e.g., quantitative, qualitative, or both; nominal, ordinal, interval, or ratio);
6) A discussion of the strengths and weaknesses of your items; and
7) How you might improve any weaknesses if this survey were to be actually conducted.

You must submit your research question by email to the professor for approval by 1:40 p.m. on February 15.

The final paper is due by email at 1:40 p.m. on March 7. Papers should be double-spaced, at least 12 pages in length (not including a title page, footnotes, and references), use 12-point Times New Roman font, and have 1-inch margins.

Organizational Analysis Group Paper and Presentation. Each student will be assigned to a group and required to write and present an organizational analysis paper drawing on course topics. Your role as the organizational analyst is to use tools and material covered in this course (and others) to probe important organizational relationships and generate appropriate recommendations.

Papers should be double-spaced, at least 15 pages in length (not including a title page, an executive summary, footnotes, and references), use 12-point Times New Roman font, and have 1-inch margins. A successful organizational analysis paper will include the following:

1) An executive summary (approximately 1 page in length);
2) A statement of the issue (your research question);
3) A review of existing research on your topic (with at least 10 citations from peer-reviewed academic journals);
4) A description of your sample, survey items, and methodology;
5) A detailed data analysis, including descriptive and inferential statistics. The professor will provide data for the project, but students may employ other data sources with the professor’s approval;
6) A summary of results and discussion of recommendations;
7) A review of possible barriers to your proposed recommendations; and
8) A brief closing summary.

Groups will present their papers in class on May 2. PowerPoint presentations and handouts are optional, but strongly encouraged. Presentations should be relatively formal. Groups should be prepared to address questions from the professor and fellow classmates. Presentation length will be determined later.

Groups must attain approval for their topic by March 21. Final papers are due to the professor by 1:40 p.m. on May 2. Please note, data for this project are available on OneDrive. Also, a student's individual grade for this project will be an average of 1) the overall group paper grade and 2) an averaged, peer evaluation grade.
Final Examination. There will be a take-home final exam on all course material due May 9 at 5:20 p.m. The exam will consist of short answer, short essay, and long essay questions. Late exams will not be accepted and will receive a grade of zero.

COURSE GRADES AND EVALUATION

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<thead>
<tr>
<th>Course Component</th>
<th>Percentage</th>
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<tr>
<td>Attendance and Class Participation</td>
<td>10%</td>
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<tr>
<td>Article Review/Presentation</td>
<td>10%</td>
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<td>Case Study Briefs</td>
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<td>Survey Development Project</td>
<td>20%</td>
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<tr>
<td>Organizational Analysis Paper and Presentation</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
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<tr>
<td><strong>TOTAL</strong></td>
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A = 93.50 and above | A- = 90.00-93.49 | B+ = 86.50-89.99 | B = 83.50-86.49 | B- = 80.00-83.49 |
C+ = 76.50-79.99 | C = 73.50-76.49 | C- = 70.00-73.49 | D+ = 66.50-69.99 | D = 63.50-66.49 |
D- = 60.00-63.49 | F = 59.99 and below

COURSE POLICIES

GRADE CONCERNS

Students who receive a lower grade than expected on an assignment may wish to review that grade with the professor. A student must wait 48 hours after receiving the grade before contacting the professor with concerns. In addition, grades will not be changed unless a student can provide evidence—in writing before the meeting—demonstrating a mistake on the part of the professor.

ACADEMIC DISHONESTY AND PLAGIARISM

As commonly defined, plagiarism involves passing off another’s ideas, words, writing, and other work as one’s own. You are committing plagiarism if you copy the work of another person and turn it in as your own—even if you have that person’s permission. Whenever you rely on the words or ideas of other people in your written papers, you must acknowledge (i.e., cite) the source of the words or ideas. The plagiarist destroys trust among colleagues, without which research and work-products cannot be communicated safely.

The issue of plagiarism has raises concerns about ethics, student writing experiences, and academic integrity. You’re asked to submit your papers digitally so that they can be compared to websites and databases of existing papers. SUNY-Albany subscribes to a digital plagiarism detection program called Safe Assign, which may be used to check papers submitted in this course and can alert me to your academic needs. Although you may never have intentionally plagiarized, many students do incorporate sources without citations. Please consider the use of Safe Assign as a learning tool for all of us.

Information on SUNY-Albany’s policies and sanctions for plagiarism can be found at

- [http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity](http://www.albany.edu/graduatebulletin/requirements_degree.htm#standards_integrity) (for graduate students).
A helpful website to assist you in recognizing and avoiding plagiarism can be found at http://library.albany.edu/infolit/integrity.

For help with citations, see

- http://libguides.library.albany.edu/citationgenerators,
- https://owl.english.purdue.edu/owl/section/2/.

All course materials prepared by the professor are the intellectual property of the professor. Video and audio recording of lectures without the consent of the professor is prohibited.

**ADDITIONAL RESOURCES**

**STUDENTS WITH DISABILITIES**

The Americans with Disabilities Act 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 disability.

The Disability Resource Center (DRC) offers assistance with accommodations and support for physical, medical, or psychological disabilities (518-442-5490; 120 BA). Information about DRC’s services can be found at http://www.albany.edu/disability/index.shtml.

If you have a disability for which you may request accommodation in this course and have not contacted DRC, please do so as soon as possible. Also, please feel free to contact the professor privately.

**LIBRARY ASSISTANCE**

SUNY-Albany offers a great collection available in several different media. Access to research help and library tutorials can be found online at http://library.albany.edu/.

For information about SUNY-Albany’s Dewey Graduate Library, which is located on the Downtown Campus, visit http://library.albany.edu/dewey?source=drop.

**WRITING CENTER**

The university offers a number of services for students who need assistance with writing and research projects. Support is available in the Writing Center (518-442-4061; 140 HU) and at the University Library. Information about the Writing Center can be found at http://www.albany.edu/writing/index.html.

**COUNSELING CENTER**

The Counseling Center (518-442-5800; 400 Patroon Creek Blvd, Suite 104) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus resources. More information can be found at http://www.albany.edu/counseling_center/index.shtml.
SCHEDULE OF CLASSES AND ASSIGNMENTS*

1. Introduction

   1. Required Reading:
   - Daft (1989) ~ To be completed after class

2. Foundations: Our Evolving Understanding of Organizations

   1. Required Reading:
   - Meier and Hill (2005)
   - Olsen (2006)
   - Frederickson and Stazyk (2010)

   2. Recommended Reading:
   - Aldrich and Ruef (2006)

3. Organizational Structure, Design, and Technology

   1. Required Reading:
   - Downs (1967)
   - Shalala (1998)
   - Milward (1996)

4. Public-Private Distinctions

   1. Required Reading:
   - Kaufman (2001)
   - Lynn (2009)
   - Weisbrod (1997)

   2. Recommended Reading:
   - Rainey and Bozeman (2000)
   - Boyne (2002)
   - Whorton and Worthley (1981)

   3. Assignment:
   - Survey Development Project question due

January 25th

February 1st

February 8th

February 15th
5. Politics, Stakeholders, and Bureaucracy

1. Required Reading:
   - Moe (1989)
   - Carpenter and Krause (2012)
   - Meier (1997)

2. Recommended Reading:
   - Long (1949)
   - Bryson (2004)

3. Case Study:
   - "Integration Incentives" in Suburban Cleveland

4. Assignment:
   - Case Study Brief due

6. Decision-Making

1. Required Reading:
   - Van Wart (1996)
   - Irvin and Stansbury (2004)
   - Harvey (1988)

2. Recommended Reading:
   - Simon (1944)
   - Lindblom (1959)
   - Etzioni (1976)

3. Case Study:
   - Confrontation in Utah

4. Assignment:
   - Case Study Brief due
7. Organizational Goals, Performance, and Accountability  
   March 7th

1. Required Reading:
   - Moynihan (2006)
   - Soss et al (2011)
   - Frederickson (2005)

2. Recommended Reading:
   - Chun and Rainey (2005)
   - Mathys and Thompson (2006) ~ Pages 1 – 28 only

3. Case Study:
   - Going it Together: Coventry's Community Safety Partnership

4. Assignments:
   - Case Study Brief due
   - Survey Development Project due

8. No Class – Spring Break  
   March 14th

9. Work Motivation and Employee Values  
   March 21st

1. Required Reading:
   - Herzberg (2003)
   - Jørgensen and Bozeman (2007)
   - Houston (2009)

2. Recommended Reading:
   - Perry and Hondeghem (2008)
   - Pandey and Stazyk (2008)
   - Stazyk (2013)

3. Case Study:
   - Profit Sharing for the Public Sector

4. Assignments:
   - Case Study Brief due
   - Organizational Analysis Project question due

10. Workforce Diversity  
    March 28th

1. Required Reading:
   - Selden (2006)
   - Pitts and Wise (2010)

2. Recommended Reading:
   - Choi and Rainey (2010)
   - Langbein and Stazyk (2013)
11. Communication, Conflict, and Negotiation  
   April 4th

   1. Required Reading:
      - Kapucu (2006)
      - Lan (1997)
      - Smidts and Pruyn (2001)

   2. Recommended Reading:
      - Garnett (1996)
      - Bingham (1996)
      - Schermerhorn, Hunt, and Osborn (2003)
      - Starks (2006)

12. No Class – IRSPM  
   April 11th

13. Group Behavior and Teams  
   April 18th

   1. Required Reading:
      - Cohen and Bailey (1997)
      - Majchrzak et al. (2004)
      - Foldy and Buckley (2010)

14. Leadership, Change, and Innovation  
   April 25th

   1. Required Reading:
      - Dirks and Ferrin (2002)
      - Rainey and Thompson (2006)
      - Fernandez and Rainey (2006)
      - Piderit (2000)

   2. Recommended Reading:
      - Crosby and Bryson (2005)

   3. Case Study:
      - A Funeral in the Public Service Center

15. Class Presentations  
   May 2nd

   1. Assignment:
      - Organizational Analysis Project due

16. Final Exam Due at 5:20 p.m.  
   May 9th

* This syllabus is a detailed plan for the course, but the professor will make changes/revisions if necessary.