

**PAD 506: Foundations of Public Management
Wednesdays from 5:45 to 8:35 p.m. in Husted 0302
Fall 2015**

Instructor: Edmund C. Stazyk, PhD
Office: 210 Milne
Phone: 518-442-5772
E-Mail: estazyk@albany.edu

Office Hours:
Best by Appointment
Wednesdays 3:00 – 5:00

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 Google Drive. Students are also strongly encouraged to purchase the following book:

- Quinn, Robert E., Sue R. Faerman, Michael P. Thompson, Michael R. McGrath, and David S. Bright. 2015. *Becoming a Master Manager: A Competing Values Approach* (6th ed.). Hoboken, NJ: Wiley.

REQUIREMENTS AND EVALUATION

Class meetings will consist of a presentation of materials by the instructor 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.

USE OF COMPUTERS, CELL PHONES, AND PAGERS

The use of computers 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 instructor in advance, keep your device in silent mode, and leave the classroom before answering any calls.

COURSE ASSIGNMENTS

I require you 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. You will receive a zero for late assignments.** 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, type-face, length, format, and content). **Failure to comply with project instructions will result in a lower assignment grade.**

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

Article Review/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 30 minutes. Approximately 15 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 offer comments 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 instructor. 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 Google Drive 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 instructor for approval by 5:45 p.m. on September 16.

The final paper is due by email at 5:45 p.m. on October 14. 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 instructor 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 December 9. PowerPoint presentations and handouts are optional, but encouraged. Presentations should be relatively formal. Groups should be prepared to address questions from the instructor and fellow classmates. Presentation length will be determined later.

Groups must attain approval for their topic by October 28. Final papers are due to the instructor by 5:45 p.m. on December 9. Please note, data for this project are available on Google Drive. 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 December 16 at 8:35 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

Attendance and Class Participation	10%
Article Review/Presentation	10%
Case Study Briefs	10%
Survey Development Project	20%
Organizational Analysis Paper and Presentation	20%
Final Exam	<u>30%</u>
TOTAL	100%

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

At times, students who received a lower grade than expected on an assignment may wish to review that grade with the instructor. **A student must wait 48 hours after receiving the grade before contacting the instructor 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 consists of passing off another’s ideas, words, writing, and other work as your 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 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 raised concerns about ethics, student writing experiences, and academic integrity. You will be asked to submit your papers in a digital format so that your paper 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. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert me to your academic needs. Please consider the use of the program 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 (for graduate students).
- http://www.albany.edu/undergraduate_bulletin/regulations.html (for undergraduate 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 instructor 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 disabilities.

The Disability Resource Center (DRC) offers assistance with accommodations and support for students with 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 instructor 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 writing and with 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

August 26th

1. Required Reading:

- Daft (1989) ~ To be completed after class

2. Foundations: Our Evolving Understanding of Organizations

September 2nd

1. Required Reading:

- Aldrich & Ruef (2006)
- Meier and Hill (2005)
- Frederickson and Stazyk (2010)

2. Recommended Reading:

- Olsen (2006)

3. Class Suspended

September 9th

4. Organizational Structure, Design, and Technology

September 16th

1. Required Reading:

- Downs (1967)
- Shalala (1998)
- Milward (1996)

2. Assignment:

- Survey Development Project question due

5. Class Suspended – Yom Kippur

September 23rd

6. Public-Private Distinctions

September 30th

1. Required Reading:

- Kaufman (2001)
- Lynn (2009)
- Weisbrod (1997)

2. Recommended Reading:

- Rainey and Bozeman (2000)
- Boyne (2002)
- Whorton and Worthley (1981)

7. Politics, Stakeholders, and Bureaucracy

October 7th

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

8. Decision-Making

October 14th

1. Required Reading:

- Van Wart (1996)
- Irvin and Stansbury (2004)
- Harvey (1988)

2. Recommended Reading:

- Simon (1944)
- Lindblom (1959)
- Etzioni (1976)
- Bozeman and Pandey (2004)

3. Case Study:

- Confrontation in Utah

4. Assignments:

- Case Study Brief due
- Survey Development Project due

9. Organizational Goals, Performance, and Accountability

October 21st

1. Required Reading:

- Moynihan (2006)
- Soss et al (2011)
- Frederickson (2005)

2. Recommended Reading:

- Chun and Rainey (2005)
- Noordegraaf and Abma (2003)
- Mathys and Thompson (2006) ~ Pages 1 – 28 only

3. Case Study:

- Going it Together: Coventry's Community Safety Partnership

4. Assignment:

- Case Study Brief due

10. Work Motivation and Employee Values

October 28th

1. Required Reading:

- Herzberg (2003)
- Jørgensen and Bozeman (2007)
- Houston (2009)

2. Recommended Reading:

- Rainey (2003)
- 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

11. Workforce Diversity

November 4th

1. Required Reading:

- Selden (2006)
- Pitts and Wise (2010)

2. Recommended Reading:

- Choi and Rainey (2010)
- Langbein and Stazyk (2013)

12. Communication, Conflict, and Negotiation

November 11th

1. Required Reading:

- Kapucu (2006)
- Lan (1997)
- Smidts and Pruyn (2001)

2. Recommended Reading:

- Garnett (1996)
- Garnett et al (2008)
- Bingham (1996)
- Schermerhorn, Hunt, and Osborn (2003)
- Starks (2006)

13. Group Behavior and Teams

November 18th

1. Required Reading:

- Cohen and Bailey (1997)
- Majchrzak et al. (2004)
- Foldy and Buckley (2010)

14. No Class – Thanksgiving

November 25th

15. Leadership, Change, and Innovation

December 2nd

1. Required Reading:

- Dirks and Ferrin (2002)
- Rainey and Thompson (2006)
- Fernandez and Rainey (2006)
- Piderit (2000)

2. Recommended Reading:

- Zaleznik (2004)
- Crosby and Bryson (2005)

3. Case Study:

- A Funeral in the Public Service Center

16. Class Presentations

December 9th

1. Assignment:

- Organizational Analysis Project due

17. Final Exam Due at 8:35 p.m.

December 16th

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