

**California State University, San Bernardino
College of Business and Public Administration
Department of Public Administration**

PA 664: Management of Public Organizations

Winter 2008:

Mondays, 6:00 p.m. to 9:50 p.m. Classroom: JB-141

Instructor:

David L. Baker, Ph.D.

Office: JB 549

Office hours: Mondays: 9:50—10:20 p.m. (PA 664 students only)
Tuesdays: 2:00—4:00 p.m.
Wednesdays: 10:30—11:30 a.m.
& 3:50—4:30 p.m.

Or by appointment

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Catalog Course Description:

Issues in public management, including the role of the public executive, theories of public organizations, human behavior in public organizations, management of innovation and policy change, and information management.

Teaching Goals:

The course targets three teaching goals:

- ✓ Students will learn about the complexities of managing public organizations including terms, concepts, principles, and theories contributing to graduate education in public administration.
- ✓ Students will examine challenges and opportunities in managing public organizations including the following themes: (1) managing for results, (2) managing public resources, (3) managing organizational relationships, and (4) managing in the public interest ethically.

- ✓ Students will experience a challenging yet safe course environment conducive to reality-based discussion and analysis with learning opportunities to build their personal management competencies.

Learning Objectives:

Students completing this course will be able to accomplish the following:

- ✓ Define and discuss terms, concepts, principles, and theories concerning management of public organizations.
- ✓ Discuss management of public organizations in terms of managing for results, managing public resources, managing organizational relationships, and managing in the public interest ethically.
- ✓ Identify and critically discuss the complexities related to the challenges and opportunities for real-world problem-solving and advancement in managing public organizations.
- ✓ Call upon increased competencies in identifying, developing, analyzing, and implementing solutions for public organizations.

Learning Experiences:

Students will participate in and complete a mix of activities that support the teaching goals and learning objectives through a variety of means including the following:

- ✓ Reading required textbooks and supplemental journal articles posted on Blackboard.
- ✓ Listening to lectures and participating in class discussions and small group exercises.
- ✓ Composing an essay analyzing selected journal articles regarding the public interest and ethics.
- ✓ Reviewing various codes of ethics from professional public service associations.
- ✓ Working in teams to analyze and to summarize a case study from *Managing for Results 2005* for class review.
- ✓ Working in teams to develop a public explanation, policy recommendation, and implementation direction for a complex management issue facing a public organization.

Hybrid Course with Web Components

This is a hybrid course with web components. You must have an adequate Internet connection or use campus student computer centers for full participation in the course.

Blackboard supports the course (<https://blackboard.csusb.edu>) and should be regularly checked for announcements and course information. Students are responsible for an active CSUSB e-mail address associated with Blackboard throughout the course.

As with face-to-face classes, essential parts of this course require sharing and discussing certain student generated products. Selected student and certain team submittals will be posted on Blackboard for this purpose (before instructor grading). The Blackboard site restricts access to those enrolled in the course and CSUSB personnel involved in providing and evaluating online courses. Additionally, the site is only active shortly before and after the quarter in which the class is offered. Those who have reservations about their work being posted on the Blackboard site need to contact the instructor **no later than January 16, 2008**.

Course Outline/Activities

Attachment A is a tentative course outline/activities schedule. We will adhere to this as closely as possible but some adjustments are likely to accommodate unforeseen events. Substantive adjustments to the tentative course schedule will be made available through Blackboard.

Students are accountable for studying weekly assigned readings prior to each class. This facilitates active class participation, exam preparation, and personal growth in critically considering management of public organizations.

Required Books

Denhardt, R. B., Denhardt, J. V., & Aristigueta, M. P. (2002). *Managing human behavior in public & nonprofit organizations*. Thousand Oaks, CA: Sage Publications.

Kamensky, J. M., & Morales, A. (Eds.). (2005). *Managing for results 2005*. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Osborne, D., & Hutchinson, P. (2004). *The price of government*. New York: Basic Books.

Supplemental Readings

Several supplemental articles are posted on Blackboard on the subjects of (1) the public interest, (2) ethics, and (3) exemplary staff work. Additionally, sample codes of ethics from professional public service associations, selected student essays, and team case analysis summaries will be posted for class review.

Student Assessment

Course assessment will be measured through six means:

No.	Assessment Tool/Activity	Schedule	Points
1	Attendance/participation	Weekly	20 (5%)
2	Online public interest & ethics essay	1/28	60 (15%)
3	Midterm exam	2/18	120 (30%)
4	Online team case analysis summary	2/25	40 (10%)
5	Online team managing resources exercise	3/10	40 (10%)
6	Final exam (Friday, 6:00-7:50 p.m.)	3/21	120 (30%)
	Total Points Available		400 (100%)

Attendance and Participation

Attendance will be taken to reward students present to participate. Students will be called upon regularly and randomly to respond to questions and to comment on readings and participate in other in-class activities. Active class participation (asking and answering questions, making subject related comments, and discussing class materials) will be monitored as part of the overall student assessment. Borderline grade decisions will consider the extent and the value of class participation. Attendance and participation, two points per class session, are worth 20 points, or 5%, of the final grade.

The grading scale for attendance points follows:

A = 20.0-19.0	A- = 18.5-18.0	B+ = 17.5	B = 17.0-16.5
B- = 16.0	C+ = 15.5	C = 15.0-14.5	C- = 14
D+ = 13.5	D = 13.0-12.5	D- = 12.0	F \geq 12

Online Public Interest and Ethics Essay

An online public interest and ethics essay is required January 28, in lieu of a class session and is detailed in Attachment B. It will be discussed thoroughly no later than our January 14 class session.

Online Team Case Analysis Summary

An online team case analysis summary is required February 25, in lieu of a class session and is detailed in Attachment C. It will be discussed thoroughly no later than our February 11 class session.

Online Team Managing Resources Exercise

An online managing resources exercise is required March 10, in lieu of a class session and is detailed in Attachment D. It will be discussed thoroughly no later than our March 3 class session.

Exams

There will be two exams: a midterm (February 18) and a final (Friday, March 21). They will focus on terms, concepts, principles, and theories. A combination of multiple choice, short answer, and essay questions will be used. Each exam is worth 120 points, or 30%, of the course grade. The grading scale for exams follows:

A = 95-100%	A- = 90-94%	B+ = 87-89%	B = 83-86%
B- = 80-82%	C+ = 77-79%	C = 73-76%	C- = 70-72%
D+ = 67-69%	D = 63-66%	D- = 60-62%	F <u>≥</u> 60%

Make-up exams are at the discretion of the instructor. They will result in an automatic grade reduction (e.g., a make-up exam scoring a “B” will be reduced to a “C”). They will not be given unless an extraordinary circumstance occurs.

Questions and Concerns:

Students are responsible for university bulletin information regarding university policies. Please see the bulletin for standards of academic work and questions regarding the repercussions of cheating and plagiarism. No cheating or plagiarism will be tolerated in this class.

The current Bulletin of Courses states, in part, that graduate students “are required to maintain a 3.0 (“B”) grade-point average in all courses taken to satisfy the requirements for the degree . . .”

If you are in need of an accommodation for a disability in order to participate in this class, please advise the instructor as soon as possible. Also, please contact Services to Students with Disabilities to register at UH-183, (909) 537-5238.

CSUSB student athletes with conflicting team schedules are responsible for taking the initiative to meet with the instructor immediately to identify any class/team schedule conflicts. The instructor is willing to explore reasonable accommodations. However, this meeting must take place before the second class meeting on January 14, to ensure that this course section will meet your needs without jeopardy to your grade. This enables the student to add another section with fewer conflicts, if necessary.

Official withdrawal must occur directly with the registrar. The instructor cannot withdraw you. Unrestricted withdrawal is normally at the end of the third week (January 28, for this course). Students who do not properly withdraw from the class receive the grade of “F” for the course.

Please timely advise the instructor of any issues, concerns, or problems immediately.

Attachment A

Date	Tentative Course Outline/Activities January 7, 2008	Reading Assignments*
1/7	Introductions, class orientation, and syllabus review. High performance public organizations. Quest for innovation. Management of public organizations.	D, D, & A, p. 1-16 & 423-440 K & M, p. 2-14
1/14	Managing for results. Motivation & working in groups. Introduction to online public interest & ethics essay.	K & M, p. 17-79 D, D, & A, p. 151-180 & 295-326
1/21	MLK Holiday	
1/28	Online public interest and ethics essay due by 9:50 p.m.	Two public interest articles & two ethics articles chosen from those posted on Blackboard.
2/4	Public interest and ethics. Linking performance & budgeting. Using a performance budgeting system.	Selected student essays posted on Blackboard for class review. Samples of codes of ethics posted on Blackboard. K & M, p. 83-136 K & M, p. 425-459
2/11	Smarter budgeting. Decision-making. Review of keys to successful student team work & team work projects. Introduction to team case analysis summaries.	O & H, p. 1-93 D, D, & A, p. 121-145
2/18	Midterm exam. (Class reconvenes after exam.) Smarter sizing & spending. (This subject and reading will not be covered on the midterm exam.) Limited time allowed for in-class team meetings.	O & H, p. 97-223
2/25	Online team case analysis summaries due by 9:50 p.m.	Assigned case.
3/3	Team case analysis summaries. Smarter management and leadership. Leadership in public organizations. Exemplary staff work. Introduction to managing resources exercise.	Posted team case analysis summaries. O & H, p. 227-336 D, D, & A, p. 181-213 One article posted on Blackboard.
3/10	Online team managing resources exercise due by 9:50 p.m.	O & H book plus K & M Ch. 1-3 & 9 (previously covered in assigned readings)
3/17	Power & organizational politics. Managing conflict. Organizational change.	D, D, & A, p. 221-254, 327-352, & 353-383
3/21	Friday 6:00-7:50 Final Exam	

***Reading assignments textbook legend:**

D, D, & A = Denhardt, Denhardt, & Aristigueta
K & M = Kamensky & Morales
O & H = Osborne & Hutchinson

Online Public Interest and Ethics Essay

The online public interest and ethics essay assignment is due January 28, in lieu of a class session. This is an individual assignment.

Essay

Each student needs to select and to read (1) two articles on the public interest, and (2) two articles on ethics. Selections must be made from the articles posted on the course's Blackboard site, under Course Documents, Class 1/28.

After reading your selected articles, compose an essay that addresses the following:

1. Describe and discuss the conceptions of the public interest and ethics from the articles read.
2. Provide your composite understanding of the public interest and ethics.
3. Using these conceptions, convey how you see the public interest and ethics relating to the management of public organizations.

Please ensure your name is on your essay and identify which articles you chose to discuss at the beginning of your essay. Essays are to be typed, double-spaced, with one-inch margins (left, right, top, bottom), and 12-point type. Use standard indented paragraphs and do not insert extra lines between paragraphs. Essays are to be no shorter than three full pages and no longer than four full pages for full credit consideration. Direct quotes and references to specific ideas by article author(s) require in-text citations. No reference list is required because of the limited universe of research.

Essays are due via e-mail no later than January 28, by 9:50 p.m., for full credit consideration. Selected essays will be posted on Blackboard for class review for our February 4 class session. Timely submissions receive two attendance/participation points. Tardy essays result in an immediate 10% point deduction. Additional 10% point deductions will result for every three days thereafter that an essay is late. No essays will be accepted after February 4.

Grading

Essays have a value of 60 points, or 15.0%, of the total course grade. They will be graded on (1) comprehensiveness and accuracy, (2) writing mechanics, (3) critical thinking. The essay grading scale follows:

A = 60.0-57.0	A- = 56.5-54.0	B+ = 53.5-52.0	B = 51.5-50.0
B- = 49.5-48.0	C+ = 47.5-46.0	C = 45.5-44.0	C- = 43.5-42.0
D+ = 41.5-40.0	D = 39.5-38.0	D- = 37.5-36.0	F ≥ 36.0

Online Team Case Analysis Summary

The online team case analysis summaries are due February 25, in lieu of a class session. They encourage consideration of selected cases while providing an opportunity to examine critically their application to managing for results in public organizations. Each team supports the class by analyzing and summarizing an assigned case from the *Managing for Results 2005* textbook. Rather than holding all students personally responsible for studying the cases in chapters 4-8 and 10 in depth, team case analysis summaries will be posted on Blackboard for class review.

This assignment is a self-selected team exercise with teams comprised of three to four members.

Cases to be assigned follow:

- Case 4: E-reporting: Using Managing-for-Results Data to Strengthen Democratic Accountability
- Case 5: How Federal Programs Use Outcome Information: Opportunities for Federal Managers
- Case 6: Strategies for Using State Information: Measuring and Improving Program Performance
- Case 7: Setting Performance Targets: Lessons from the Workforce Investment Act System
- Case 8: Collaboration and Performance Management in Network Settings: Lessons from Three Watershed Governance Efforts
- Chapter 10: The Baltimore CitiStat Program: Performance and Accountability

Team Case Analysis Summary

Team case analysis summaries are to cover the following:

1. Concisely summarize the assigned case.
2. Identify and discuss the importance of the chapter for managing public organizations.
3. Formulate two clear, well-designed multiple-choice questions that would assess student learning from the case. Submitted questions must be answerable from the team's case analysis summary. Test questions (or modifications of submitted questions) will be considered, at the instructor's discretion, for possible inclusion in the final exam.

Summaries must identify all team members on the first page. They are to be typed, double-spaced, with one-inch margins (left, right, top, bottom) and 12-point type. Use standard indented paragraphs and do not insert extra lines between paragraphs. Summaries are to be no shorter than three full pages and no longer than four full pages

to receive full credit consideration. Direct quotes and references to specific ideas of others require in-text citations. No reference list is required because of the limited universe of research.

Team case analysis summaries are due via e-mail no later than February 25, by 9:50 p.m., for full credit consideration. They will be posted on Blackboard for class review. Timely submissions receive two attendance/participation points. Tardy case analysis summaries result in an immediate 10% point deduction. Additional 10% point deductions will result for every three days thereafter that a summary is late. No case analysis summaries will be accepted after March 3.

Grading

Team chapter summaries have a value of 40 points, or 10.0%, of the total course grade. They will be graded on (1) comprehensiveness and accuracy, (2) usability of multiple-choice questions, and (3) writing mechanics. All team members will receive the same grade unless extraordinary circumstances arise. The grading scale for chapter summaries follows.

A = 40.0-38.0	A- = 37.5-36.0	B+ = 35.5-35.0	B = 34.5-33.0
B- = 32.5-32.0	C+ = 31.5-31.0	C = 30.5-29.0	C- = 28.5-28.0
D+ = 27.5-27.0	D = 26.5-25.0	D- = 24.5-24.0	F \geq 24.0

Some teams may lose members during the quarter just like teams in the workplace. The remaining team member or members will be held responsible for completing the assignment.

Online Managing Resources Exercise

The online managing resources exercise is due March 10, in lieu of a class session. Its purpose is to encourage thoughtful engagement of reading materials and class discussion related to managing public organization resources. The following course materials should be used in completing the exercise in addition to class discussions:

Osborne & Hutchinson, *The Price of Government*

Kamensky & Morales, *Managing for Results 2005* (particularly chapters 1-3, & 9)

This is a self-selected team exercise with teams comprised of no more than four members.

Managing Resources Exercise

Assume that the fiscal crisis outlined by Osborne and Hutchinson is real. Your team needs to accomplish the following:

1. To develop a public explanation and recommendation that persuades your jurisdiction's elected policy-makers that your organization must reorient its budgeting approach to manage resources better through some form of performance budgeting.
2. To compose administrative direction to department heads and staff on what components your team wants included in the new performance budgeting system and explain how your direction relates back to the public explanation and recommendation adopted by your policy-makers.

Team exercises must identify all team members on the first page. Exercises are to be typed, double-spaced, with one-inch margins (left, right, top, bottom), and 12-point type. Use standard indented paragraphs and do not insert extra lines between paragraphs. Exercises are to be no shorter than three full pages and no longer than four full pages for full credit. Direct quotes and reference to specific ideas by authors require in-text citations. No reference list is required because of the limited universe of research.

Team exercises are due March 10, by 9:50 p.m., via e-mail for full credit consideration. Timely submissions receive two attendance/participation points. Tardy essays result in an immediate 10% point deduction. Additional 10% point deductions will result for every three days thereafter that an exercise is late. No exercises will be accepted after March 17.

Grading

Team exercises have a value of 40 points, or 10.0%, of the total course grade. They will be graded on (1) persuasiveness of the argument to implement some form of

performance budgeting, (2) clarity and deliverability of the administrative direction, and (3) writing mechanics. All team members will receive the same grade unless extraordinary circumstances arise. The grading scale for team exercises follows.

A = 40.0-38.0	A- = 37.5-36.0	B+ = 35.5-35.0	B = 34.5-33.0
B- = 32.5-32.0	C+ = 31.5-31.0	C = 30.5-29.0	C- = 28.5-28.0
D+ = 27.5-27.0	D = 26.5-25.0	D- = 24.5-24.0	F \geq 24.0

Some teams may lose members during the quarter just like teams in the workplace. The remaining team member or members will be held responsible for completing the assignment.