A. Course description
The aim of this course is to advance an understanding of administrative science and organizational management through investigation of theoretical and empirical research. This course is designed to expose the students to the fundamental management principles with which to understand human behavior inside public organizations. We will learn to distinguish the roles that a public manager must play in his or her job: identify the key skills required for success as an executive and as a team player. The course will be conducted as a discussion based seminar, though there will be lecturing by the professor. Class participation is important; each student should come to class prepared to participate in discussions. The course readings, written assignments, and class presentations will build your knowledge of the theoretical and practical foundations of management understanding and improve your proficiency in applying this knowledge.

- The course is designed to prepare students for professional work. As such all assignment will need to reflect professional standards in analysis, presentation, writing and timeliness
- Grading will reflect the standards generally expected of a graduate level course

B. Course Student Learning Objectives (SLOs):
This course will provide a survey of theory and research on public management and organizations relevant to public administration

- Competency: To lead and manage public governance
  - SLO 1. To impart and develop analytical thinking skills through practice (Case analyses)
  - SLO 2. To appreciate the multiple perspectives, values, and ethical challenges of public management (Exams)

- Competency: To articulate and apply a public service perspective
  - SLO 1. To introduce the students to the fundamental theories and concepts developed to explain human behavior inside public organizations (Research project and presentation)
  - SLO 2. To appreciate the multiple perspectives, values, and ethical challenges for public management (case analyses, exam)
C. Seminar Format
This is not a lecture class. The major job of instructor is to select important and useful readings, orient you to them by identifying key questions, and guide the discussion. A class like this requires careful attention to fairness and mutual respect for one another. It is especially important that students who have unavoidable conflicts make the professor aware of the absence in advance, and that you arrive in class on time and prepared for discussion. This means making sure all reading assignments are carefully read and outlined ahead of time. Your job is to read the material, think about it, and come prepared to share your ideas with your classmates. In our class discussions we will relate, whenever possible, the theories and concepts from the readings to our workday experiences.

I will use a variety of learning strategies to keep the course interesting for everyone. Most often we will have class discussions oriented toward issues that you have identified as interesting or important. We will also have team projects, student-led discussions and presentation of organizational diagnosis.

D. Required text
Required

E. Grading
The grading for the semester is based on the following criteria:

- Exams (30%+30%) 60%
- Research Project (Written paper) 20%
- Research Presentation 5%
- Case Analyses 5%
- Class participation 10%

F. Exams
There will be two examinations. The exams will be based on materials from the lectures, reading assignments, class activities and discussions. Exams will be in class and closed book, requiring essays or short answers. **Final exam will be cumulative in nature.** The exam provides students the opportunity to express their knowledge of the material, covered readings and lectures supplemented by their own real-world experiences. Exams cannot be made up unless you notify the professor before the time of an exam that you cannot take the exam and you have an official and reasonable excuse.
G. Team Research Project: Tools of Local Government Management

Team projects allow students to simulate what goes on in real world public administration. Government projects are rarely carried out and written up by one individual. I believe strongly that students in public administration should be exposed to this type of activity. Groups with two to three students will be randomly assigned to create research teams at the beginning of semester.

Each team will select a city in DFW area in which to study Strategic Management of public (Do not choose following cities: Denton, Plano, Dallas and Lewisville. They will be reviewed in the class). The goals of this research project are (1) to connect theory to practice by utilizing a conceptual framework to analyze an actual organization and (2) to develop your professional network with leaders of organizations that are engaged with topics that interest you.

1st assignment (Due: March 30th) 5%
In a three page narrative,
  o Describe main characteristics of your chosen city: provide general organization information regarding its organizational structure (election, form of government etc.), leadership (council members, city manager etc), workforce, revenue, service provision etc.
  o Identify the use of management tools-Strategic Planning, Comprehensive Planning: Conduct an interview with a city leader to understand the city’s strategic management (please find the template of interview questions from Blackboard) and turn in the interview results.

2nd assignment: Class presentation on April 27th-5%
  o Prepare a 15 minute Powerpoint presentation
  o Presentation file has to be emailed to professor by 10 am of presentation day

3rd assignment: Final Paper Turn-in (Due May 11)-15%
  o Turn in a complete research paper: The final paper is a theoretically grounded and applied paper that discusses the topic in the following ways:
    • Practical understanding of reality: How is the city managing? What is the tool of strategic management? Why is it significant for the organizational operations?
    • Data/Method: Report and assess interview results.
    • Literature Review and Analysis: Analyze strategic management of your chosen city compared to the conventional operation of strategic management learned from literature. Compare and contrast the unique characteristics of strategic management of your chosen city and other cities discussed in the class.
    • Write up recommendations: What would you recommend with respect to strategic management of city?
The final paper has to be prepared based on the following criteria:

- The paper should be **13-15 pages, double spaced, Times Roman 12 point font, and standard margin format.**
- Final paper should include a **cover page with title, and a 150 word executive summary, and a list of references at the end.** An appendix may follow with a figure or table.
- **Proper citation should be used:** use either APA or MLA citation style.
- Submit a digital copy (via blackboard) by 2 pm **May 11.** Late papers will not be accepted.

**Team member evaluations will be conducted based on individual contributions to the team project. These will be factored into your team project grade.**

“Each of you represents UNT MPA program in the outside world and is expected to behave in the most professional manner achievable, including everything from dress, appropriate contact, respectful interaction and thank you letters.”

**H. Case Analysis**

This class assigns case analysis during the semester scheduled on March 2. Each student should prepare a 3-5 pages (no more than five page) double spaced written response when the case is assigned and submit electronically via Blackboard. You should be prepared to share your response to the assigned questions, present your analysis and justify your recommendations. For prepare case analysis, you should think about the interests of the various stakeholders, and multitude of issues reflected in the case and take care to distinguish between facts and implied assumptions. You should incorporate understanding and knowledge from literature. Hand written assignment will not be accepted. Late assignments will be penalized 10% for each day they are late.

Case analysis should include;

- Introduction paragraph(s) with a brief description of the case and key controversial issues
- Constructive and objective answers to the discussion questions at the end of the each case
- Concluding paragraph(s) to present multitudes of issues and convincing statement regarding your decisions or perspectives

**I. Participation**

Participation, measured by criteria such as timely attendance, contributions inside and outside the classroom and the accomplishment of homework, will account for 5%. Students should be prepared to discuss assigned readings and add relevant observations based upon their own experiences in organizations. The instructor reserves the rights to call on any member of the class to have them contribute to the discussion or to verify a student’s preparedness. The instructor also reserves right to take the pop-quizzes. For
many students, the level and kind of participation make the difference between a higher and lower final grade at the end of the semester. In order to earn a high grade for participation, students should:

- Attend every class
- Arrive at class on time and stay for the entire class
- Read all the assigned readings and come to class with questions about and thoughts on the readings
- Consistently take an active part in class discussions
- Participate in small group and class discussions of readings and in-class activities

**J. Blackboard**

Blackboard will be used to supplement work in this course. Checking blackboard frequently is advised in order to stay abreast of any and all announcements, and changes. On occasion, the instructor will send emails to the entire class via UNT student assigned email accounts (please do not use the blackboard email drop box).

**K. Academic Dishonesty**

**POLICY ON CHEATING AND PLAGIARISM**

Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration office.

**Definitions**

The UNT Code of Student Conduct and Discipline defines cheating and plagiarism “as the use of unauthorized books, notes, or otherwise securing help in a test; copying other’s tests, assignments, reports, or term papers; representing the work of another as one’s own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.”

**Penalties**

Normally, the minimum penalty for cheating or plagiarism is a grade of “F” in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Programs Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.
Appeals
Students may appeal and decision under this policy by following the procedure laid down in the UNT Code of Student Conduct and Discipline.

L. Special Needs
The Department of Public Administration, in cooperation with the Office of Disability Accommodation, complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request during regular office hours before the 12th class day of regular semesters.

M. Policy on Laptops and Cell phones in the Classroom
The classroom setting at an institution of higher learning is intended to serve as a venue that permits the transfer of knowledge and facilitates the sharing of ideas. As such, it is imperative that any distractions from these stated objectives be avoided and kept to a minimum. Potential disruptions include modern electronic devices such as laptop computers and cell phones.

Students are allowed to take notes on personal laptop computers to enhance the learning process, but they should not activate their internet browsers during class or use computers for non-academic purposes (as this diverts attention from the lecture/discussion for both the student using it and others nearby). Students should also avoid using cell phones to search the Internet or text while class is in session.

Exceptions to this policy will be at the discretion of the faculty only and may occur if searching the Internet is necessary to find additional information or facts related to the subject being covered on that particular day.

Computer lab policy
Students are not allowed to have food or drinks in Chilton 270 and 274. Instructors may have a drink with a lid. The “No Food or Drinks” rule applies to all classes, including night and weekend courses.

N. Student Behavior in the Classroom:
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.unt.edu/csrr
O. Course Schedule and Assignments

Class 1 (January 20) Course Introduction
• Course Overview & Expectations
• Writing workshop

Class 2 (January 27) Understanding Current Challenges in Public Management
• Cohen et al. Ch. 1, & 2 (Blackboard)
• Case study: “Serving at the Pleasure of the City Council” (Blackboard)

Class 3 (February 3) Knowing and Managing Yourself
• Denhardt et al. Ch. 1,2, 3
• Bozeman and Ponomariov. 2009 “Sector Switching from a Business to a Government Job: Fast Track Career or Fast Track to Nowhere?” Jan/Feb. Public Administration Review. (Blackboard)
• Case study: “It’s Not Easy at the Top.”

Class 4 (February 10) Cultivating Emotional Intelligence
• Denhardt et al. Ch. 4
Class 5 (February 17) Motivating Yourself and Others
- Denhardt et al. Ch. 6

Class 6 (February 24) Leadership and Shaping Organizational Goals and Strategies
- Denhardt et al. Ch. 7.
- Guest speaker: City Administrator Matthew McCombs, City of Aubrey

Class 7 (March 2) Public Ethics and Being a Public Entrepreneur
- Case Analysis: “Red Ink of Orange County: When is it Ethical For Public Treasurers to Gamble with Public Money? Only When you Win.” (Case Analysis turn-in)
- Guest speaker: Town Manager Matt Mueller, Town of Little Elm

Class 8 (March 9) Mentoring at Work
- Ragins. 2010. “Relational Mentoring: A Positive Approach to Mentoring at Work.” In The Handbook of Positive Organizational Scholarship. (Blackboard)
- Reid et. al. 2008. “The Role of Mentoring and Supervisor Support for State IT Employees’ Affective Organizational Commitment.” Review of Public Personnel Administration. 28 (1). 60-78. (Blackboard)

Class 9 (March 16) SPRING BREAK

Class 10 (March 23) MIDTERM EXAM
Class 11 (March 30) Strategic Management and Making Strategy Work in Governments

- City of Denton. Strategic Plan (Blackboard)
- City of Plano. Strategic Plan(Blackboard)

Class 12 (April 6) Performance Management


Class 13 (April 13) Designing Performance Measures and Monitoring System

- Houston Performance Insight FY 12Q1(Blackboard)

Class 14 (April 20) Community Needs Assessment

- City of Austin FY 2013-2014 Action Plan COMMUNITY NEEDS ASSESSMENT (Blackboard)
- United Way Denton County 2011 Community Assets and Needs Assessment; Executive Summary, Mental health (Blackboard)

Class 15 (April 27) Research Presentations

Class 16 (May 4) FINAL EXAM

Class 17 (May 11) Research Project: Final Paper Turn-in (via Blackboard)