

PADM 3020: Public Management

Instructor Contact

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Course Description & Objectives

Welcome to PADM 3020: Public Management. This is a 100% Internet course.

This course is designed to equip you with knowledge of the fundamentals of managing and leading public organizations to mobilize public resources to achieve important public objectives. In doing so, this course will explore the fundamental questions of what public management is and how it should be approached. Some of the topics and issues discussed in this course will go beyond conceptual frameworks of public management by delving into real cases to develop your own perspectives on how they should be addressed.

By the end of this course, students will have honed their ability to:

- develop an understanding of the challenges of leading and managing in the public sector
- develop the essential competencies that employ critical thinking, analysis, and synthesis

Required/Recommended Materials

All weekly required readings and materials will be posted on Canvas. Students are expected to work through the corresponding Canvas module reading, materials, and assignments each week as assigned.

Students will also need access to a computer and internet access to participate fully in remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/student-featured-article>.

Course Requirements and Grading

Class Activities: Discussion Postings (15%)

Each week, you will (1) make discussion posts in response to the weekly discussion question based on class materials and topics for each week and (2) respond to at least two other classmates. Guidelines for discussion posts will be available on Canvas.

Reflection Papers (50%)

For each week of the course, you will write short reflection papers (1-2 pages in length, single-spaced, 1-inch margin) based on the assigned readings. Throughout the course, you will write a total of 12 reflection papers total, and the two lowest scores will be dropped toward your final grade.

Your reflection paper can include a brief summary of the reading (no more than one paragraph), but should consist mostly of a thoughtful reflection of the assigned readings. A “reflection” is not simply a personal opinion (“I like it”). While it is an opinion (your personal take on the matter), that opinion has to be reasoned and substantiated (“I like it because it seems to help me understand this”). Also, “critical” does not necessarily mean negative critique. It can be negative (“This argument fails because...”), but a good critique is often positive (praising a good argument, for example, while explaining its values and potential).

You will be graded on your insightfulness and clarity as well as your ability to connect the reading to your own experience, if applicable. Reflection papers will be graded according to a rubric that can be found on Canvas.

Midterm (15%) – Week 8

Online, open note exam on material covered in week 1 – 7 (that is, before the spring break). It will consist of multiple-choice questions and short essay questions.

Final Paper (20%) – Week 16

Online, open note exam on materials covered in week 8 – 15. The format will be the same as the midterm's.

Grade Scale

Final course grades will be assigned on the basis of a percentage breakdowns as follows:
100 - 90% = A, 89 - 80% = B, 79 - 70% = C, 69 - 60% = D, and 59% below = F

Course Outline

Week 1: Course introduction and overview (1/16 ~ 1/21)	
Reading	Hal Rainey, "Funeral in the public service center."
Assignment	Discussion Post Also, please reply to "meet your instructor / introduce yourself" post.
Week 2: Management and leadership: Is there a difference? (1/22 ~ 1/28)	
Reading	Kohn Kotter, "What leaders really do," <u>Harvard Business Review</u> , December 2011.
Assignment	Discussion Post Reflection paper 1
Week 3: Leadership styles (1/29 ~ 2/4)	
Reading	Daniel Goleman, "Leadership that gets results," <u>Harvard Business Review</u> , March-April 2000.
Assignment	Discussion Post Reflection paper 2
Week 4: Managing yourself (2/5 ~ 2/11)	
Reading	Daniel Goleman, "Primal Leadership: The hidden driver of great performance," <u>Harvard Business Review</u> , December 2001.
Assignment	Discussion Post Reflection paper 3
Week 5: Managing others: What do managers do? (2/12 ~ 2/18)	
Reading	Linda Hill and Kent Lineback, "Are you a good boss – or a great one?" <u>Harvard Business Review</u> , January 2001.
Assignment	Discussion Post Reflection paper 4
Week 6: Managing others: Motivation (2/19 ~ 2/25)	
Reading	Nitin Nohria, Boris Groysberg, and Linda-Eling Lee, "Employee motivation: A powerful new model." Daniel Pink, "The puzzle of motivation," TED talk, (https://www.youtube.com/watch?v=rrkrvAUbU9Y)
Assignment	Discussion Post Reflection paper 5

Week 7: Conversational competence (2/26 ~ 3/3)	
Reading	<p>Boris Groysberg and Michael Slind, "Leadership is a conversation," <u>Harvard Business Review</u>, June 2012.</p> <p>William Ury, "The power of listening," TED talk, (https://www.youtube.com/watch?v=saXfavo1OQo)</p> <p>Celeste Headlee, "10 ways to have a better conversation," TED talk, (https://www.youtube.com/watch?v=R1vskiVDwl4)</p>
Assignment	<p>Discussion Post</p> <p>Reflection paper 6</p>
Week 8: Midterm (3/4 ~ 3/10)	
Week 9: Spring Break (3/11 ~ 3/17)	
Week 10: Feedback (3/18 ~ 3/24)	
Reading	<p>Douglas Stone and Sheila Heen, "Thanks for the feedback," (https://www.youtube.com/watch?v=gTkxwkCJA-E)</p> <p>Aysa Gray, "The bias of professionalism standards," <u>Stanford Social Improvement Review</u>, June 4, 2019.</p>
Assignment	<p>Discussion Post</p> <p>Reflection paper 7</p>
Week 11: Organizational Culture (3/25 ~ 4/1)	
Reading	<p>Francesca Gino and Bradley Staats, "Why organizations don't learn," <u>Harvard Business Review</u>, November 2015.</p>
Assignment	<p>Discussion Post</p> <p>Reflection paper 8</p>
Week 12: Managing change (4/2 ~ 4/7)	
Reading	<p>John Kotter, "Leading change: Why transformation efforts fail," <u>Harvard Business Review</u>, January 2007.</p>
Assignment	<p>Discussion Post</p> <p>Reflection paper 9</p>

Week 13: Principled management in public sector (4/8 ~ 4/14)	
Reading	Mahzarin Banaji et al., "How (un)ethical are you?" <u>Harvard Business Review</u> , December 2003. Laura Morgan Roberts and Anthony Mayo, "Toward a radically just workplace," <u>Harvard Business Review</u> , November 2019.
Assignment	Discussion Post Reflection paper 10
Week 14: Managing in the public interest: When, how, and why? (4/15 ~ 4/21)	
Reading	John Bryson et al., "Designing public participation process," <u>Public Administration Review</u> , 2013.
Assignment	Discussion Post Reflection paper 11
Week 15: Managing in the public interest: Who? (4/22 ~ 4/28)	
Reading	John Clayton Thomas and Theodore H. Poister, "Thinking about stakeholders of public agencies: The Georgia Department of Transportation stakeholder audit," <u>Public Organization Review</u> , 2009.
Assignment	Discussion Post Reflection paper 12
Week 16: Final (4/29 ~ 5/5)	

* The instructor reserves the right to make changes to the syllabus, including augmenting readings and adding activities. Any changes for a specific class meeting will be posted at prior to the class, with notifications sent out to students via email and Canvas.

Course Diversity and Inclusion Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a recourse, strengths and benefits. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of this course for you personally or for other students or student groups.

Course Policies

Department of Public Administration Anti-Bias Statement

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

Course Policy

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server or outage or any unusual technical difficulty which prevents students from completing a time-sensitive assignment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situations. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and UNT Student Help Desk will work with students to resolve any issues at the earliest possible time.

UNT Help Desk (<http://www.unt.edu/helpdesk/index.html>)

Email: helpdesk@unt.edu

Phone: 940.565.2324

In-person: Sage Hall, Room 130

Walk-in availability: 8 am to 9 pm

Telephone availability

- Sunday: noon to midnight
- Monday – Thursday: 8 am to midnight
- Friday: 8 am to 8 pm
- Saturday: 9 am to 5 pm

Laptop Checkout: 8 am to 7 pm

Make-up Policy: Students who miss an exam will be allowed to take a make-up only in cases of university-approved absence or one approved in advance by the instructor. Students are typically given seven full days to complete the assignments and take exams.

Extra Credit: There are no opportunities for extra credit in this course unless otherwise determined by the instructor.

Late Assignments: Late assignments will not be accepted unless otherwise noted by the instructor.

Problems, Questions, Concerns: I strongly encourage you to talk to me early if you are having problems with the course or if you have other concerns. The best way to reach me outside of class is by email.

Withdrawals: Students have the right to withdraw from courses. I urge you to maintain your commitments to this course, however, if you decide to withdraw, please see the instructor and review the academic calendar to observe UNT's withdrawal dates.

Academic Integrity Policy

The UNT code of Student Conduct and Discipline defines cheating and plagiarism as:

Cheating: "Cheating" means the use of unauthorized assistance in an academic exercise, including but not limited to: a. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments;

b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. use, without permission, of tests, notes, or other students of the University; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor; e. any other act designed to give a student an unfair advantage on an academic assignment"

Plagiarism: "Plagiarism" means use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation, or b. the knowing or negligent unacknowledged use of materials prepared by the another person or by an agency engaged in selling term papers or other academic materials.

Failure to comply with this policy on plagiarism may result in a failing grade on the assignment or paper, a failing grade in the class, dismissal from the program, and expulsion from the university.

Professors in the Department of Public Administration will not tolerate any form of academic dishonesty among students in the major. When in doubt about what constitutes plagiarism, contact your professor or provide citations.

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students

seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information, see the ODA website (<https://disability.unt.edu>).

Sexual Discrimination, Harassment, and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassments, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassments based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs:

<http://deanofstudents.unt.edu/resources> 0. Renee LeClaire McNamara is UNT's Student Advocate, and she can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.