Class Meeting: Thursday, 6:00 pm to 8:50 pm
Location: Gateway, Room 131
Class Number: 7870
Instructor: Dr. Yu (Kelly) Shi
Email: yu.shi@unt.edu
Office: Room 204N, Chilton Hall
Office Phone: 940-369-7248
Office Hours: Tuesdays, 11:00am to noon

Teaching Assistant: Kingsley Ukwandi
Email: Kingsley.Ukwandi@unt.edu
Office Hour: Thursdays, 4:30-5:30pm

Course Overview and Objectives:

The course involves key readings in the field and the analysis of cases, concepts, theories, methods, and procedures in managing public organizations, with emphasis on applications to public and nonprofit organizations. Readings and lectures will orient students to basic concepts and research that inform our thinking on public management. Each student is responsible, through self-study, reading assignments, and class interaction, to learn relevant public management theory, concepts and applications.

Students will develop knowledge of the important components or dimensions of organization, leadership, and management, and develop a sense of how one leads and organizes in these areas—leading change, motivating and maintaining people, designing organizations, and making strategic decisions. You will also learn the state of knowledge and managerial thinking on these topics and others covered in the course.

Specifically, by the end of the semester you should be able to:

- Describe the main theories and paradigms associated with the field of public management.
- Describe the major developments in organization and management theory.
- Understand what makes public management different from private management.
- Identify strategies for formulating and achieving public management objectives.
- Describe theories of work motivation and their application to public management.
- Discuss the relationship between organizational structure and outcomes.
- Have an understanding of the key forces that drive change and the flexibility and adaptability that are essential attributes for implementing change.
- Have an understanding of how organizations operate and work together to gain an understanding of the broader organizational environment.
- Present materials both orally and in a written report.
• Be able to work in a team; deal effectively with conflict; and negotiate, delegate and communicate effectively across constituencies.
• Take responsibility for one’s own work and decisions. To complete one’s work in a professional and ethical manner.

Textbooks and Other Readings:


(3) Other assigned readings can be found through UNT library or will be posted on Canvas. Newspaper and magazine articles are available online through LexisNexis or at the library. It is the student’s responsibility to locate assigned articles and read all materials prior to class.

Course Requirements and Grading:

The course involves lecture, group exercise, case study and class discussion. A typical class will include a short lecture, student presentation, general discussion of readings, and group work. We often organize into groups to review and discuss a specific case study or a contemporary public management situation for some portion of class time. The instructor and the co-discussion leaders will then engage the class in a discussion; for example, challenging students to relate theories to the practical situation or to recommend managerial prescriptions. However, some activities may not be fully conducted in the classroom due to the COVID-19.

There are three requirements for the course:

1) **Examinations (weight of 55%):** There will be two exams. Exam 1 (take-home exam) accounts for 25% and exam 2 (take-home exam) accounts for 30%. Exams will cover material presented in the assigned texts, required readings, and class discussions. Good answers provide purposeful, justifiable and logical arguments, clear definitions for key concepts from the textbooks and required readings, and demonstrate knowledge and command of the topic area. In addition, it is very important that your answers specifically address the question(s) asked in the exam.

2) **Discussion Co-Lead (weight of 25%):** A team will co-lead the discussion during the semester – the team gives a presentation/talk for about 20 minutes, and will be the leading discussant in the class discussion, the instructor will support you as necessary. Your presentation/talk should (a) show your fellow students your own definitions or authors’ definitions of terms on selected topics and include (b) a short summary of the assigned reading for discussion co-lead, and provide (c) critical ideas and discussion in combination with some ideas in the required reading for everyone in the class, (d) prepare 2-3 discussion questions for the audience. When you are the discussion co-lead for the week, you should prepare a at least two-page (no maximum page limitation but at least two pages) single-space short essay of the assigned reading and include the definitions of terms and discussion questions in the extra
page (this means if you have a 2-page essay, you will put your definitions of terms and discussion questions in the 3rd page) for your fellow students and the instructor. The document is NOT a summary of the readings. It should highlight the connections between the reading and its implications for practice, and be sure to include at least 2-3 discussion questions for the topic of your presentation. Quality is important. Please send a PPT slide of your presentation (or the note for your talk) and the essay to the instructor at yu.shi@unt.edu by 9:00pm on Wednesday. The slide will be shared in the discussion portal for the class. The readings for discussion co-lead are required for the co-lead discussant, but are optional for the rest of students.

3) Activity assignments (weight of 20%): There are 4 activity assignments, each of them will account for 5%. You need to prepare at least a one-page (single space, no maximum limit, little bullet points) memo for these activities (activity with *) individually. The main purposes of these assignments are to help you summarize the readings, think critically, engage and participate in the class discussions. Especially for some activity assignments (such as find news article), you may want to prepare early. You will need to submit your activity assignments to the online submission via Canvas by 9:00 pm on Wednesdays of 02/09; 02/23; 03/30; 04/13.

All written work format requirements:
- 12 points font Times Roman
- 1-inch margin, single spaced
- MS word format submitted to the Canvas (do not submit PDF document)
- APA reference style

Your grades will be based on the following formula:

<table>
<thead>
<tr>
<th>Activity assignments</th>
<th>20 %</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>25 %</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30 %</td>
</tr>
<tr>
<td>Discussion Co-Lead (group project)</td>
<td>25 %</td>
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<tr>
<td>TOTAL PERCENT</td>
<td>100 %</td>
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Final grades are based on total percent received in the course, which is the same as a weighted average if all assignments were grades on a scale of 0 - 100. Please note that I do not give letter grades on individual assignments or exams. I give a numerical score for each course element during the semester and assign letter grades based on a weighted average of the numerical scores. I also reserve the right to base final grades on a “curve” rather than use the standard scale below.

<table>
<thead>
<tr>
<th>Weighted numerical score of</th>
<th>Letter grade in the course</th>
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<tbody>
<tr>
<td>90.00% or above</td>
<td>A</td>
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<tr>
<td>80.00% to 89.99%</td>
<td>B</td>
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<tr>
<td>70.00% to 79.99 %</td>
<td>C</td>
</tr>
<tr>
<td>60.00% to 69.99 %</td>
<td>D</td>
</tr>
<tr>
<td>Less than 59.99 %</td>
<td>F</td>
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Course Technology & Skills:

Computer skills & digital literacy
- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using words documents
- Using presentation and graphics programs

Technical assistance at UNT
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

University Information Technology (UIT) Help Desk: UIT Student Help Desk site (https://it.unt.edu/helpdesk), Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability (subject to change): Monday-Friday 8am-6pm
CloudLab: https://it.unt.edu/cloudlab

Course Expectations and Policies:

Attendance Recommendation
This is an in-person class. Students are expected to attend classes regularly and to abide by the attendance policy established for the class. If you are absent from the class or will miss a class, please ensure that you communicate with the instructor clearly before the class or as soon as possible. Of course, personal and family circumstances can require class absence. Students should contact the professor about such absences before the class (email is preferred).

Students who have more than 2 consecutive absences without any legitimate reasons and clear communications with the instructors will receive message from the UNT Eagle Alert.

If you are experiencing any symptoms of COVID-19 (Links to an external site.), please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus.

***UNT requires students to contact the UNT COVID Hotline at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. There is an update on COVID-19 guidelines at UNT: https://healthalerts.unt.edu/covid-guidelines***

Face Coverings
UNT strongly encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.
Incompletes, Late Homework, and Extra Work
In most cases, I do not allow students to do extra work (i.e. an additional paper) to improve their grade in the course. Late homework will be penalized unless the student has a legitimate excuse or crisis causing the delay in completing work (i.e. illness, family death). Also, I will only grant incompletes or extension to students who have legitimate excuses or crises and who make requests prior to the end of the course.

Where an extension is not granted or work is submitted late without a request being made before the deadline, points will be deducted as follows:
Up to 24 hours late, loss of 1% of the graded score
Over 24 hours late and up to 2 days late, loss of 5% of the graded score
Over 3 days late and up to 7 days late, loss of 10% of the graded score
Over 7 days late and up to 14 days late, loss of 20% of the graded score
After 14 days, the assignment will not be accepted for marking and you will be recorded as having failed to submit the item of assessment.

Acceptable Student Behavior:
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 Dean of Students 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.deanofstudents.unt.edu

Canvas
Canvas is a primary source of teaching and reading materials, and means of communication between you and the instructor for this course. The URL for our Canvas log in page is: https://unt.instructure.com/. You will find the course syllabus, some readings, written assignments, discussion topics, and lecture slides on the Canvas site. You will submit your exercises and exams to the assignment on the Canvas. More importantly, students are expected to check Canvas and their UNT emails frequently for course announcements and teaching materials.

Original Work and Plagiarism
Unless explicitly assigned to work in groups, all students are expected to work independently. The assignments and exams should be the student’s own work. Working together where it is clearly indicated is entirely appropriate, but if you are preparing a written product that will be submitted for evaluation, that product is expected to be the result of your work alone. Where questionable situations arise, always ask the instructor for clarification. Also, students must cite their sources where relevant, and plagiarism will be not tolerated and will be penalized severely at UNT. You could also find information from the following website that defines academic dishonesty and available penalties: https://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf

The Learning Environment
The instructor is strongly committed to maintaining a positive learning environment based on open communication, mutual respect, and non-discrimination. Please respect your instructor and your fellow students. Our university does not discriminate on the basis of race, gender, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such an environment will be appreciated and given serious consideration.

Department Diversity and Inclusion 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

Policy on Cell Phone and Laptop 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 and computers in the classroom 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. Please silence your phones. 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.

Participation by Students with Disabilities
The Department of Public Administration, in cooperation with the Office of Disability Access (ODA), complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Students with disabilities should log into Accessible Information Management (or AIM), which is an online system where students can log in and access ODA services using their UNT log in credentials. It is the student’s responsibility to request your Letters of Accommodation ONLINE, and then ODA will email your LOAs to your instructor.

Student Perceptions of Teaching (SPOT)
SPOT is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. Once the SPOT becomes available via your my.unt.edu portal, please complete the survey as it will help in every effort to improve the instructor’s teaching skills.
Course Schedule, Overview

Week 1:  
January 20: Introduction to the Course: Framework

Week 2:  
January 27: Historical Review: Organization Theory

Week 4:  
February 10: Public Organizations: Definition, Classification and Variation

Week 5:  
February 17: The Environments of Public and Nonprofit Organization

Week 6:  
February 24: Organizational Decision-Making

Week 7:  
March 03: Leadership in Public Organizations and Review Session

Week 8:  
March 10: EXAM 1 (Take-home Exam)

Week 9:  
March 17: No Class (Spring Break)

Week 10:  
March 24: Organizational Goal and Effectiveness

Week 11:  
March 31: Organizational Structure

Week 12:  
April 07: Case Study Simulation (subject to change due to COVID-19)

Week 13:  
April 14: Understanding People in Public and Nonprofit Organizations

Week 14:  
April 21: Incentives and Public Service Motivation

Week 15:  
April 28: Organizational Change and Review Session

Week 16:  
May 05: EXAM 2 (Take-home Exam)

Note: this is an in-person class. Week 3 class has been cancelled due to the winter storm. No Zoom options are offered except for certain circumstances.
Week 1 (January 20): Introduction to Course: Framework

Reading: Rainey, Chapter 1
Lecture: Organizational framework

Week 2 (January 27): Historical Review: Organization Theory

Reading: Rainey, Chapter 1 and Chapter 2
Taylor, Scientific Management
Weber, Bureaucracy
Gulick, Notes on the Theory of Organization
Simon, The Proverbs of Administration

By 9:00pm of Wednesday, January 26, all students must sign up a week for discussion co-lead project. Please use Canvas sign-up sheet. Do not send emails.

Week 4 (February 10): Public Organizations: Definition, Classification and Variation

Reading: Rainey, Chapter 3
Boyne, Public and private management: What’s the difference?
Bozeman and Bretschneider, The “Publicness” Puzzle in Organization Theory: A test of alternative explanations of differences between public and private organizations.

Lecture: Are all organizations public? The concept of “Publicness”.

*Activity 1: (Due 02/09) What does Bozeman mean by “Publicness”? Discuss your definition of “publicness”, and your perspective toward Bozeman’s approach to distinguish between public and private organizations? Do you agree or disagree? Why?

Discussion co-lead: What are some aspects of sectoral differences from a practitioner perspective? Be specific and give examples.
1. Brewer et al. 2011, JPART.
2. Holt, 2020, JPART.
3. Mastekaasa, 2020, JPART.

Week 5 (February 17): The Environments of Public and Nonprofit Organization

Reading: Rainey, Chapter 4; Chapter 5 (pp.109-132)
Class discussion: Applying and comparing theoretical perspectives
Case study: The Case of the Vanishing Volunteers

Discussion co-lead: What are the differences and similarities among these theoretical perspectives on the environments of public organizations (comparing and contrasting population ecology, resources dependency theory, transaction cost theory, institutional perspective)? In what ways are they still applicable to today’s public organizations?
1. Jeffrey Pfeffe, Chapter 5
2. Malatesta Deanna and Smith Craig. Lessons from resource dependence theory for contemporary public and nonprofit management. PAR.
Week 6 (February 24): Organizational Decision-Making

Reading: Rainey, Chapter 5 & Chapter 7 (pp.173-193)

Class exercise: Comparing Decision Making Styles

*Activity#2: (Due 02/23) Find an example of a recent policy decision from newspaper or other social media. Research the decision to discover any considerations that may help to explain how the decision came out. Alternatively, speculate on factors that led to the decision. Discuss the usefulness of the rationality model of decision making, the incrementalism model, and the garbage can model of decision-making in the context of the policy decision.

Discussion co-lead: What are some decision-making practices in the public sector or discuss their differences in the public versus private sector? Discuss, add examples, and be specific.

1. Denhardt, Chapter 4.

Week 7 (March 03): Leadership in Public and Nonprofit Organizations and Review Session

Reading: Rainey, Chapter 11 & 12
Jensen et al. 2013; Keulemans et al. 2020
Comfort, 2007 PAR.

Lecture: Models of Leadership

Class exercise: Leadership Models and Styles

Discussion co-lead 7a: What makes and facilitates a public-sector leader? Give specific suggestions based upon examples.


Discussion co-lead 7b: How did local governments’ leaders respond to the COVID-19 crisis and any areas to improve? Were these actions or measures effective for public organization’s crisis management? Give a specific example and discuss.

1. Schuster et al, 2020, PAR.
2. Xu and Basu, 2020, ARPA

Review session for Exam 1

Week 8 (March 10): EXAM 1 (Take-home exam)

Week 9 (March 17): No Class (Spring Break)

Week 10 (March 24): Organizational Goal and Effectiveness

Reading: Rainey, Chapter 6
Lecture: Organizational Goal

**Discussion co-lead:** What is goal clarity for public organizations? Any examples of public organizations? Whether and to what extent goal clarity/ambiguity are important in the public sector?

**Week 11 (March 31): Organizational Structure-Red Tape**
*Reading:* Rainey, Chapter 8 (pp.208-242); George et al., 2021. PAR.
*Case study:* Brookhaven National Laboratory

*Activity#3:* (Due 03/30) Please write any experience related to red tape you have had in public organizations. Just share your thoughts and experience or story. Do you think there are more red tape in public organizations than private organizations?

**Discussion co-lead:** What is the relevance of red tape to today’s public sector and organizational performance? Discuss and be specific.
1. Linos and Riesch, 2020, PAR.
2. Kaufman et al. 2021, PAR.

**Week 12 (April 07): Case Study Simulation**
*Reading:* Cohen et al., Chapters 5, 6, 10, 11
Rainey, Chapter 7 (pp. 193-207)
*Case study:* Instructions will be provided later.

**Discussion co-lead:** What are some strategies on communicating with the media, stakeholder groups and resolving conflict? Any lessons learned from real world experience?
1. Rainey, Chapter 12
2. Cohen et al., Chapter 11

**Week 13 (April 14): Understanding People in Public and Nonprofit Organization**
*Reading:* Rainey, Chapter 9; Brewer, 2011. PAR.
*Lecture:* The Concept of Work Motivation and Motivation Theories
*Activity#4: (Due 04/13) Propose some human resource strategies to attract and maintain people for a public organization. Provide some examples of ineffective strategies or examples from your personal experience.

Discussion co-lead: How can public organizations find good people? What is the idea of “Turkey Farm”? What are pros and cons of various strategies introduced by Cohen et al.? Give your opinions.
  1. Cohen et al, Chapter 3

Week 14 (April 21): Public Service Motivation (PSM)
Reading: Rainey, Chapter 10.
Lecture: The Important Role of Public Service Motivation in the Public Sector
Case study: The Case of Joe the Jerk

Discussion co-lead: Discuss your perspectives toward PSM. Do you think it exists in the public sector? What are some possible strategies to motivate people working in the public sector under the Great Resignation and after the COVID-19 crisis?
  1. Piatak and Holt, 2020; JPART.
  2. Harari et al, 2017, JPART.

Week 15 (April 28): Organizational Change and Innovation
Reading: Rainey, Chapter 13
Chapter 14 (skim)
Lecture: Organization Change and Development
Class exercise: Habitat for Humanity of Median

Optional: Managing Successful Organizational Change in the Public Sector
  2. Commentator articles from Tschirhart Mary; Mihn, J. C., Connor E Patric and Thompson Fred.

Review session for Exam 2

Week 16 (May 05): EXAM 2 (Take-home Exam)