

POLS 7410, Section OLA
Capstone Seminar in
Public Administration
Spring Semester 2021

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Purpose

"Public management" is a more specific term than is "public administration." All government professionals may arguably be deemed public administrators. The term "management," however, denotes things that managers exclusively do as distinguished from things that other professional employees do. The function of management is amorphous because it depends upon the personality and style of the manager. For example, you can tell someone the one best way to verify a client's eligibility for Social Security benefits; you can't tell someone the one best way to supervise the Social Security case workers. An aggressive individual may be a successful manager by inspiring energetic performance in his or her subordinates, or may fail by exhausting and alienating them. A reserved individual may be a successful manager by giving his or her subordinates the freedom to experiment and innovate, or may fail by enabling them to evade responsibility and effort. We will seek in this course to learn what methods and approaches to management are available--which have worked for some managers and why, and which have not worked for other managers and why not. We will also examine ways in which the experience of a manager in the public sector is distinctive compared to the experience of a manager in the private sector. My aspiration is that, by the end of the semester, you will know effective techniques to improve the productivity of whatever agency you will manage. In fact, were you to undertake the challenge of reforming an underperforming agency, the techniques are intended to help you transform that agency into one that successfully fulfills its mission.

Syllabus Supplement

Please examine the "Syllabus Supplement," which is available in the "Syllabus" module of our D2L course.

Learning Outcomes

- Be able to know the ways in which management in the public sector is distinct from management in the private corporate sector.
- Be able to know principles of organizational behavior.
- Be able to understand planning and strategy as creative and key management functions.
- Be able to understand problems of implementation and how implementation can be evaluated.

The Online Environment

1. GENERAL RULES

This course is delivered in an asynchronous environment, which means that you will be working on your own schedule, subject to the necessary assignment deadlines. Here are some general rules:

- Course discussion is an important part of your learning experience and your grade.
- Complete your weekly assignments before you move on to the next week.
- Always check to see whether there are any new course announcements.
- For the purposes of this course, all times are expressed in U. S. Eastern Time ("ET").
- Don't wait to learn how to use D2L.
- Use the assigned UNG E-mail account and not your personal E-mail account.
- Should a technical problem arise, address it immediately.
- Observe course "netiquette" and be considerate of others at all times.

It is your responsibility to make sure you have computer hardware and software that allow you to read and send E-mail,

access the Internet, and enter the D2L website. You will normally use D2L to communicate with me or to turn in assignments.

2. COMPUTER SKILLS REQUIREMENTS

In order to effectively participate in this class, you need to be able to use E-mail, type, save and attach documents to your communications, log in to D2L, post messages on discussion boards, and save and upload documents in various formats, including but not limited to Microsoft Word and Adobe-pdf format. If you have questions regarding any of these issues, please do not hesitate to contact me.

3. COMMUNICATION IN D2L AND BY E-MAIL

- Always include a subject line ("POLLS 7410: [Topic]").
- Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your E-mails. Use of emoticons might be helpful in some cases. Do not write in all capital letters.
- Use standard fonts. You never know what fonts someone else's machine can read!
- Avoid sending large attachments.
- Special formatting such as centering, audio messages, tables, html, etc., should be avoided unless necessary to complete an assignment or other communication.
- Respect the privacy of other class members.

STUDENT HELP RESOURCES

- ◆ UNG Service Desk contact is (706) 864-1922 or at helpdesk@ung.edu.
- ◆ For 24/7 support, go to <https://D2LHelp.view.usg.edu/>
- ◆ Citation Styles: APA - <http://owl.english.purdue.edu/owl/section/2/10/>
- ◆ D2L Tutorials: [https://my.ung.edu/departments/distance-education/Pages/eLearning%20\(D2L\)/Placing-a-Support-Help-Desk-Ticket.aspx](https://my.ung.edu/departments/distance-education/Pages/eLearning%20(D2L)/Placing-a-Support-Help-Desk-Ticket.aspx)

Course Requirements

1. READING

As is customary in a management course, we will be doing a sizable amount of reading. There are two required textbooks. The first textbook is an out-of-print textbook that you may purchase from an Internet vendor:

Starling, Grover. (2010/2011). *Managing the Public Sector*. 9th ed. Boston: Wadsworth/Cengage Learning.

The second textbook is available at the UNG Campus Connection.

Swiss, James E. (1991). *Public Management Systems: Monitoring and Managing Government Performance*. Upper Saddle River, N. J.: Prentice Hall.

Finally, there is a textbook that is *recommended* but *not* required. It is available at the UNG Campus Connection. It is:

Cohen, Steven; Eimicke, William; and Heikkila, Tanya. (2013). *The Effective Public Manager: Achieving Success in Government Organizations*. 5th ed. San Francisco: Jossey-Bass.

Please complete all reading in advance of the sessions for which it is assigned. It is not essential to memorize every fact, but it *is* appropriate that you endeavor to acquire from the reading a solid understanding of the framework of the authors' arguments. This will help you to absorb the lecture material, to participate in discussions, and to prepare for the take-home final examination.

2. BULLETIN-BOARD DISCUSSIONS

I have developed a set of questions about the readings for 13 of the weeks' modules (including the first week, when your introduction of yourself will count as part of the discussion contribution). You are required to post answers to any two of the questions. Your answers must be posted on the Discussion Board before 12 noon ET on Friday of the course week. Late participation (i.e., between Friday and the end of the course week) will be penalized (minus 1 point). Then you are required to respond to any two of your classmates' posts before 12 noon ET on Monday at the end of the course week. The Discussion Board will then close

at noon. You will not be able to make any submissions for credit after that. When submitting your answers, be sure to include your name and which reading(s) your answers are addressing. Make sure to properly cite the reading(s) by providing name of author, title of material if there might be any ambiguity, and page number(s). The answers should not be of the "I agree" or "I disagree" type, but they should address broader theoretical or analytical themes. The answers should not merely re-state the author's words, but should reveal reflective and critical analysis.

For example:

I am Desirée Devotee. Concerning Question 3: Public administrators must show respect for the public by acting in an ethical manner. Government is created for the sole purpose of making citizens better off than they would be without it. The values of administrative responsibility are "responsiveness, fairness, flexibility, honesty, accountability, and competence" (Starling, 2008, p. 157).

- Desirée

I will grade it as a 2 because you followed the format and demonstrated that you read the material, but it does not show critical analysis. On the other hand, perhaps a student's answer were formulated differently, like this:

I am Desirée Devotee. Concerning Question 3: Administrative responsibility does not necessarily come naturally to public administrators. James Madison expressed the concern that men are not angels, so that government officials may not be able to control their greed and lust for power. Therefore, scholars have developed values of administrative responsibility that include "responsiveness, fairness, flexibility, honesty, accountability, and competence" (Starling, 2008, pp. 156-157). A responsive government will ensure that its facilities and services are accessible to citizens, that its communications are comprehensible, and that employees will have the authority "to resolve problems on the spot." A responsible government will also maintain a representative democracy that will treat citizens in a nondiscriminatory manner (Friedman, 2009).

- Desirée

I will grade this question as a 3 because you followed the format and also demonstrated critical review of the material.

Your weekly questions will be graded using the following criteria (Point Range 3-0):

- 3 = Student adheres to all requirements of posting--that is, the student submits two answers before noon on Friday, responds to two classmates' posts before noon on Monday, title of message clearly references discussion theme, answers make proper reference to reading, and/or answers make proper citation of readings by giving page numbers. Participation is extensive and coherent; some of the week's themes are discussed; arguments are clearly stated; topic/theme/controversy builds from and into the course's topics and goals; student clearly makes an effort to build on the week's discussion by effectively incorporating material from the course and other courses.

- 2 = Student adheres to some or most of the requirements of posting--that is, the student submits two answers before noon on Friday, responds to two classmates' posts before noon on Monday, title of message clearly references discussion theme, some readings are not clearly or properly referenced, and/or some answers are not properly cited or lack page numbers. Some themes are discussed; discussion refers to the readings but misses on originality or freshness (lacks effort to interpret material in an interesting and original way); discussion would have been enhanced by the use of additional sources (both in quality and quantity).

- 1 = Student has not adhered to requirements of posting--that is, student submits fewer than two answers before noon on Friday, student responds to fewer than two classmates' posts before noon on Monday, answers are vague or general, there is no title of message or document does not refer to the readings, there is no proper citation of material or reference is inaccurate, and/or there is no citation of pages or page number is inaccurate. Participation was not consistent, sufficient, focused or logical; few postings are offered throughout the week; contributions consist mostly of sparse postings such as "I agree," "Yes, you are right," "I see your point"; contributions stray from the week's theme.

- 0 = Student did not participate in that week's discussion.

Your contributions to the class discussions will account for 39 percent of your course grade. Participation in class

discussions plays an important part in this course, both as a component of your course grade and as a way of learning the material. I expect you to contribute actively to the discussions that will be occurring throughout the course. You are encouraged to offer your own issues and questions for discussion, but they must be appropriate to the subject matter. Participation means adding your own comments and responding to those of others. Because students will not be online at the same time, the course will use the Discussion Board, and not chat rooms, for the course discussion. Weekly class discussions must be completed before you move on to the next week. Weekly class discussions will close at noon each Monday at the end of the class week. You will not be able to participate for credit after that.

Discussion Group Guidelines:

- Discussion is the heart of the course, so don't be bashful.
- Complete your weekly assignments and that includes class board discussions before you move on to the next week.
- Review the discussion threads thoroughly before joining the discussion.
- Try to maintain threads by using the "Reply" button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other class members.
- Read the comments of other class members thoroughly before entering your remarks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

Chat Guidelines:

Because there is no expectation that either students or the instructor will be online at the same time, there will be no course chat room or chat discussions.

3. EXAMINATIONS

There are two examinations: the midterm examination and the final examination. Both will be equivalent to what you have known as "take-home examinations." There will be a midterm examination that will be due at the end of Week 7 (i.e., Monday, March 1, at

12 noon EST). The questions to be answered in this exam are already available; look at the Week 7 course content. The midterm examination accounts for 25 percent of your course grade. There will be a final examination that will be due during Week 16 on Thursday, April 29, at 5 p.m. EDT). I will make the questions available to you during Week 15 on Wednesday, April 21, at 12 noon EDT). The final examination accounts for 33 percent of your course grade.

The M.P.A. Program has specified a rubric for the evaluation of the final examination. The rubric appears in the appendix to this syllabus. The rubric provides the basis for calculation of a raw score between 4 and 20. In most cases, I will multiply your raw score by 5 to convert your score to a value between 20 and 100.

Students enrolled in our department's courses are required to use full-blown APA style on all papers (including research papers, term papers, written case-study assignments, take-home examinations, etc.). It is advisable to obtain a copy of the style manual. It is available, for example, at this Web site:

<http://www.apastyle.org/pubmanual.html>

Use the modifications to APA style that appear at this Web page:

<http://faculty.UNG.edu/bfriedman/Courses/APAmod.html>

On that Web page, there is a link to a sample policy analysis research paper that conforms to my modified APA requirements.

Please take note of the miscellaneous rules about writing that appear on this Web page:

<http://faculty.UNG.edu/bfriedman/bfried/MiscRule.html>

In our D2L site, the two examinations will be treated as "Assignments." When you are ready to submit your exam, use the "upload a file" function to submit the document to the assignment dropbox. These papers will be analyzed for plagiarism and originality by Turnitin.com. No late papers will be accepted! If you don't submit an examination by the time it is due, the grade will be zero.

5. CHEATING AND PLAGIARISM

The integrity code of the University of North Georgia--"On my honor, I will not lie, cheat, steal, plagiarize, evade the truth, or tolerate those who do"--reflects the university's commitment to academic integrity. The "Academic Integrity Policy" (2020-2021 *Undergraduate Bulletin*, at https://catalog.ung.edu/content.php?catoid=28&navoid=927#academic_integrity_policy ; see also the *Student Handbook*) and the "Academic and Professional Integrity Policy" (described in the 2020-2021 *Graduate Bulletin* at https://catalog.ung.edu/content.php?catoid=29&navoid=984#Academic_and_Professional_Integrity_Policy) are incorporated herein by reference. Please note that in this course, as in all others at UNG, plagiarism and other forms of cheating are expressly prohibited. Your papers will be analyzed for plagiarism and originality by Turnitin.com. Any student who commits plagiarism or cheating may receive a reduced grade, which may involve a failing grade, and his or her matriculation in the M.P.A. Program may be terminated by the M.P.A. Advisory Committee. A report of the incident will be provided to the university's Academic Integrity Council. The council and the provost may take additional action, which may include a formal reprimand, probation, suspension, or expulsion.

6. COMPOSITION

The first week's course content includes instructions about "Composing Messages and Papers." The instructions are incorporated in this syllabus by reference. I expect graduate students to write coherent English. Persistent errors of syntax, grammar, word choice, etc., can adversely affect your scores on assignments.

7. COPYRIGHT COMPLIANCE

Both federal and state laws forbid the unlawful duplication of copyrighted computer software or other reproductions of copyrighted material. In accordance with these policies, the University of North Georgia expressly forbids the copying of such materials supplied by or used in the university. Unlawful duplication of copyrighted materials by a user may result in disciplinary action by the university pursuant to the Student Code of Conduct (Non-Academic Infractions--Prohibitions, Theft), and/or possible legal action by the owner of the copyright.

8. INCORPORATION OF OTHER CONTROLLING AUTHORITY

The contents of the following are incorporated by reference:

- All of the rules, regulations, and standards published in UNG's undergraduate and graduate bulletins.
- The supplementary information that appears on the Web page at this URL address:

<http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

9. ACCESSIBILITY STATEMENT

If you need this document in another format, please contact Kerri McCoy by E-mail (kerri.mccoy@UNG.edu) or by telephone (706-864-1628).

Course Grades

Your instructor uses the conventional grading scale: 90-100%, A; 80-89%, B; 70-79%, C; 60-69%, D; below 60%, F.

Course grades are available on BANNER within about two business days of the end of final examinations. Except in emergency situations, please do not request grades by telephone, E-mail, or similar method.

Schedule of Assignments

In the identification of assigned readings, "GS" refers to Grover Starling's textbook, "JES" refers to James E. Swiss's textbook, and "CEH" refers to the textbook by Cohen, Eimicke, and Heikkila.

<u>Week</u>	<u>Beginning Date</u>	<u>Topic</u>	<u>Reading</u>
1	Jan. 11	Welcome Introduction of Participants Orientation to Technology Composing Messages and Papers Protection of Privacy and Intellectual Property Week 1 - Quiz (counts as 3 percent of course grade)	
2	Jan. 18	Introduction to Public Management	GS - Ch. 1 Opt.: CEH - Ch. 1
3	Jan. 25	Politics and Public Administration	GS - Ch. 2-3
4	Feb. 1	Organization and Behavior	GS - Ch. 7
5	Feb. 8	Motivation	GS - Ch. 8
6	Feb. 15	Management Systems	JES - Ch. 8-9, 11
7	Feb. 22	Midterm Examination	
8	Mar. 1	Planning, Strategy, and Decision-Making	GS - Ch. 5-6 Opt.: CEH - Ch. 2, 4-5, 10-11
9	Mar. 8	Implementation	GS - Ch. 9 Opt.: CEH - Ch. 8
10	Mar. 15	Management by Objectives	JES - Ch. 3-4
11	Mar. 22	Evaluation	JES - Ch. 1
12	Mar. 29	The Use of Management Systems	JES - Ch. 5-6

<u>Week</u>	<u>Beginning Date</u>	<u>Topic</u>	<u>Reading</u>
13	Apr. 5	Personnel Management	GS - Ch. 10 Opt.: CEH - Ch. 3
14	Apr. 12	Responsibility and Ethics	GS - Ch. 4 Opt.: CEH - Ch. 12
15	Apr. 19	Final Examination - begins Wednesday at noon	
16	Apr. 26	Final Examination - ends Thursday at 5 p.m.	
17	May 3	No Activity	

APPENDIX: Rubric for Final Examination

M.P.A. Program – Program Level Assessment

Outcome 4 (POLS 7410, “Capstone Seminar in Public Administration” – Understanding Management Systems and Evaluations of Agency and Employee Performance): Students will be able to apply knowledge about the theory and practice of public management systems to one or more case studies about underperforming agencies.

Measurement (POLS 7410): Students will produce an open-book final examination analyzing one or more case studies and demonstrating an understanding of the use of public management systems to redirect underperforming agencies.

70% of students will score 14 or higher on the four rows of the rubric. 40% are expected to score 16 or higher.

Outcome	5 (HIGHEST)	4	3	2	1 (LOWEST)	Score
Identifies/analyzes the elements that generate the behavior that contributes to an agency’s failure to accomplish its mission. (4)	Expresses a sophisticated understanding of elements that generate suboptimal behavior--e.g., a variety of explanations for the failure is presented. Course texts and supplementary materials are accessed extensively.	Expresses a competent understanding of certain elements that generate suboptimal behavior--e.g., two explanations for the failure are presented. Course texts and supplementary materials are accessed to support the argument.	Expresses a limited recognition of elements that generate suboptimal behavior--e.g., one explanation for the failure is presented. References to course texts and supplementary materials are limited.	Presents a vague description of the factors that have caused the agency’s deficient performance. References to course texts and supplementary materials are faulty and/or off-topic.	Incorrectly describes the causal factors for the agency’s deficient performance.	
Applies knowledge about management systems, such as how they can be constructed and how they operate. (4)	Expresses a sophisticated understanding about management systems and their applicability to the case study/studies--e.g., a variety of instructive perspectives about such systems is presented. Course texts and supplementary materials are accessed extensively.	Expresses a competent understanding of management systems and their applicability to the case study/studies--e.g., two instructive perspectives about such systems is presented. Course texts and supplementary materials are accessed to support the argument.	Expresses a limited recognition of the applicability of management systems to the case study/studies--e.g., one instructive perspective about such systems is presented. References to course texts and supplementary materials are limited.	Presents a vague description of the applicability of management systems to the case study/studies. References to course texts and supplementary materials are faulty and/or off-topic.	Incorrectly describes management systems and their applicability to the case study/studies.	
Demonstrates the knowledge and understanding to express an agency’s legitimate mission and to establish the goals and objectives based on which the workforce’s	Student demonstrates a sophisticated understanding of the development of mission-/output-oriented goals and objectives as an integral component of a management system--e.g.,	Student demonstrates a competent understanding of the development of mission-/output-oriented goals and objectives as an integral component of a management system--e.g., the student presents two	Student expresses a limited understanding of mission-/output-oriented goals and objectives as an integral component of a management system--e.g., the student presents one goal and one objective.	Student presents goals and objectives that are input- or process-oriented rather than mission- and output-oriented. References to course texts and supplementary materials are faulty and/or off-topic.	Student does not establish goals and objectives.	

<p>performance will be evaluated. (4)</p>	<p>the student presents a chain of outputs and a variety of sound goals and objectives. Course texts and supplementary materials are accessed extensively.</p>	<p>goal and two to four objectives. Course texts and supplementary materials are accessed to support the development of goals and objectives.</p>	<p>References to course texts and supplementary materials are limited.</p>			
<p>Demonstrates an understanding of how agencies and employees pursue rewards that motivate them (e.g., larger budgets, more generous pay and benefits) (4)</p>	<p>Student demonstrates a sophisticated understanding of rewards that motivate agencies and employees--e.g., a variety of rewards is discussed. Course texts and supplementary materials are accessed extensively.</p>	<p>Student demonstrates a competent understanding of rewards that motivate agencies and employees--e.g., two rewards are discussed. Course texts and supplementary materials are accessed to support the discussion of motivations.</p>	<p>Student demonstrates a limited understanding of rewards that motivate agencies and employees--e.g., one reward is discussed. References to course texts and supplementary materials are limited.</p>	<p>Student presents a vague description of rewards that motivate agencies and employees. References to course texts and supplementary materials are faulty and/or off-topic.</p>	<p>Student does not discuss or incorrectly portrays rewards that motivate agencies and employees.</p>	