

Public Management
SPEA-V 263, Section 24859
Monday and Wednesday, 3:00 – 4:15pm
BS 2008
Spring 2018

Contact Information

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Course Overview

This course is an examination of the management process in public organizations in the United States. Special attention will be given to external influences on public management, the effects of the intergovernmental environment and, in particular, problems of management in a democratic, limited government system.

Course Objectives

Upon successful completion of this course, a student should be able to:

- Apply specific management principles to an analysis of a public manager's environment and judge the extent to which political factors assist or hinder the manager's ability to implement public policy;
- Analyze a public management case, break it down into its component parts, identify key challenges facing the public manager and outline a strategy to implement public policy;
- Understand various strategies for deploying organizational resources such as budget allotments, human capital and contracted professional services when pursuing desired policy outcomes;
- Recognize organizational behaviors which hinder the implementation of public programs;
- Identify the essential qualities of effective leadership, especially as they apply to the public sector, and be able to distinguish between qualities of strong management and strong leadership.

Required Texts/Readings and Canvas

Goldstein, Ira. 2016. *The Federal Management Playbook: Leading and Succeeding in the Public Sector*. Washington, DC: Georgetown University Press

Note:

It is your responsibility to obtain the indicated edition of the textbook and supplemental reading material for this class. Textbooks are available for purchase and/or temporary use at the campus bookstore, online, the campus library (including inter-library loan), the public library, and beyond.

Supplemental reading material, announcements, and other information related to the course will be available through the university Canvas system: <https://canvas.iu.edu/lms-prd/app>. Be sure to check Canvas as well as your e-mail account frequently (i.e., at least daily). Please familiarize yourself with Canvas. If you do not know how to utilize this online system, please take advantage of the online tutorial, or contact technology support or HELPNET as soon as possible. “I do not know how to use Canvas.” (or some variation of this phrase) is not an acceptable excuse for not preparing for class or submitting assignments.

Course Requirements

Class Attendance	100 points
Preparation, Quality of Participation, Professionalism, Classroom Decorum	50 points
Written Assessments (3 total, 250 points each)	750 points
Oral Assessment	100 points
Total	1000 points

A. Class Attendance

Each student is expected to be present for the full duration of each class session. Class attendance will better enable you to perform well on course requirements. If you must miss any portion of the class, you are expected to obtain notes from your colleagues. Late entrances and early exits will be considered as nonattendance (exceptions are rarely granted).

Your class attendance grade will be based on your percentage of attendance (e.g., 85% class attendance = 85 points). It is your responsibility to sign the attendance sheet on the same day of a given class.

Opportunities to sign the attendance sheet will *not* be provided on subsequent days. For example, if you attended class on Monday, you will not be provided with the opportunity to sign that day’s attendance sheet on the following Tuesday, Wednesday, etc.

It is my professional responsibility to teach on days noted in the class calendar—even if they fall on Valentine’s Day, St. Patrick’s Day, April Fool’s Day, Earth Day, Halloween, and other celebrations and important dates not observed by the university. Class requirements may also be due on these dates. Persons who have religious or cultural observances that coincide with this class should let me know in writing (by e-mail) by the end of the first week of the semester. The university’s academic calendar indicates dates in which classes are in session (<http://registrar.iupui.edu/longterm.html>).

B. Preparation, Quality of Participation, Professionalism, Classroom Decorum

Each student is expected to come to each class session having completed all required reading assignments and prepared to discuss them. High quality, voluntary, substantive, thoughtful, open-minded, and respectful class discussions are encouraged and expected. Please treat your colleagues and instructor with respect. Remain open to new ideas and treat differences of opinion as a learning opportunity. In addition, please avoid distracting practices such as cell phone interaction (e.g., reading or sending text messages), side conversations, and other activities unrelated to the class. While voluntary participation is encouraged and expected, professionalism also entails providing other students in the class with the opportunity to share their insights.

Your grade in this area will be based on the following scale and based on my perception:

50-outstanding/exemplary, 40-exceeds expectations, 30-satisfactory, 20-needs improvement, 10-unsatisfactory, 0-not applicable due to low class attendance. To receive 50 points in this category, a student's percentage of classes attended (not including Written Assessment class periods) must be equal to or exceed 85% AND that student must consistently meet expectations regarding preparation, quality of participation, professionalism, and classroom decorum provided earlier in this section. Students who do not earn 50 points based on this criteria will receive 0-40 points in this category. I do not treat points in this category as "gimme points". It is possible to earn 0 points in this area. (Note: Thoughtfully responding to the professor randomly seeking student contributions is an expectation, but does not indicate "outstanding/exemplary" achievement).

Note: A basic requirement of this course is that you will participate in all class meetings and conscientiously complete all required course activities and/or assignments. Keep in touch with me if you are unable to attend, participate, or complete an assignment on time. If you miss more than half of the required activities within the first 25% of the course without contacting me, you may be administratively withdrawn from this course. Example: *Our course meets twice per week; thus if you miss more than four classes in the first four weeks, you may be withdrawn.* Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and if you are administratively withdrawn from the course you will not be eligible for a tuition refund. If you have questions about the administrative withdrawal policy at any point during the semester, please contact me.

C. Written Assessments

Assessments—written in class and *closed* note, *closed* book, etc.—will examine your understanding of the concepts introduced in the course. If you are late to an assessment, you do not receive additional time at the end. Additional details on the format of these assessments will be provided as the dates near. *If you do not take Written Assessment I, II, or III on the days on which they are originally scheduled, you will take an alternative assessment on April 30, 2018. In order to participate in the Written Assessment Make-up Session, you must provide formal/official documentation (e.g., Dean's excuse, doctor's note) of a family (e.g., passing of family member), medical (e.g., surgery), or legal (e.g., subpoena) emergency.* These situations almost always warrant that you e-mail me before the assessment notifying me of your situation, although I certainly understand that many emergencies occur unexpectedly. Missing the assessment due to non-emergencies or excuses (e.g., oversleeping, forgetting the assessment date/time, a conflicting vacation, the "sniffles", lack of preparation, working additional

hours at your job, etc.) will not qualify you for the alternative assessment session, and will result in an automatic “0” on the assessment in question. If you do not complete a Written Assessment on the originally scheduled or alternative date, you will receive “0” points for that course requirement. Simply put, please be prepared to complete the Written Assessments on the dates/times on which they are originally scheduled.

Note: It will benefit you to take detailed class notes, particularly on small and large group discussions on the “discussion questions” or class exercises.

D. Verbal Assessment

This assignment will allow you to critically reflect on course material in project format. Students will present their projects in class. Detailed instructions for this assignment will be provided well in advance of the due date, along with criteria for how the assignment will be evaluated.

Grading Scale

Indiana University-Purdue University Indianapolis uses a plus/minus grading system. Final grades will be based on the grading scale below. While there is merit to hard work and long hours, it does not always guarantee success. “A” represents outstanding distinction and excellence. These are not impossible to achieve, but are extremely rare and difficult to come by. “B” signifies levels of solid accomplishment and goodness. Good is more common than excellent but more rare than average. “C” signifies average, common, adequate but ordinary. “D” represents results less than standard or mediocre at best. “F” is a clear failure and represents lack of effort, interest, and/or consistent adherence to course policies and expectations.

A+ = 100 - 97.0

A = 96.9 - 93.0

A- = 92.9 - 90.0

B+ = 89.9 - 87.0

B = 86.9 - 83.0

B- = 82.9 - 80.0

C+ = 79.9 - 77.0

C = 76.9 - 73.0

C- = 72.9 - 70.0

D+ = 69.9 - 67.0

D = 66.9 - 63.0

D- = 62.9 - 60.0

F = 59.0 and below

Code of Conduct and Instructor Policies

I enjoy teaching and look forward to an intellectually stimulating semester. I will give you 100% of my knowledge, energy, and effort, and I expect the same from you. It is in your best interest to understand and adhere to the following suggestions, in addition to the expectations noted elsewhere in the syllabus:

A. Approach Learning with a Seriousness of Purpose

I am committed to helping you achieve the learning objectives for this course. Fulfillment of learning objectives, however, begins with your deliberate and sustained effort to learn. As such, please prepare for class each week, engage in classroom discussions, ask questions, and contact me if you need assistance.

B. Preparation, Quality of Participation, Professionalism, Classroom Decorum

In addition to that which is noted in the course requirements provided earlier in the syllabus, please turn your cell phone off and store it out of sight. If I notice you reading or sending text messages (or engaging in other activities related to your cell phone), please do not ask me for a letter of recommendation or to serve as a reference regardless of the grade you earn in the class. Secondly, the entire class, including the instructor, benefits from diverse perspectives. Therefore, please raise your hand before you speak and do not talk while I or one of your student colleagues is speaking. Keep in mind that everyone needs an opportunity to comment; therefore, I will not always answer your hand when a topic is open for discussion. Also, I may call on people at random to contribute to class discussion. Additionally, all students are expected to actively participate in small group discussions. Small group discussions are only beneficial to the extent that all members are making quality contributions.

If you must miss any portion of the class, you are expected to obtain notes from your colleagues. However, please do not get in a habit of borrowing notes (i.e., “free rider” behavior). It is up to the student to decide whether or not he/she shares their notes. If a student continuously bothers you about borrowing notes and puts you in an uncomfortable position, please let me know.

Please do not sleep or lay your head on the desk during class.

C. Late Attendance and Early Exits

Please *do not be late*, as it is disrespectful to the instructor and your student colleagues. Plan in advance for traffic, bus delays, parking, and other possible delays. I have yet to encounter a successful person who is chronically late. In the event that you must—on a rare occasion—be late, enter the classroom quietly and take your seat; do not walk across the front of the classroom, and do not bother or distract your classmates to try to catch up. Also, do not leave class early unless you have cleared it with me first and/or it cannot be avoided (e.g., a court time).

Please do not schedule advising appointments, doctor or dentist visits, employment commitments, etc. during a time that would cause you to be late or exit early from class.

Please review “class attendance” in the course requirements section of the syllabus.

D. Late Work

Please meet all deadlines noted in the class calendar, or verbally by the instructor. Twenty (20) percentage points will be deducted from assignments turned in up to one day late. No late assignments will be accepted more than 24 hours after the due date. If you know in advance that you are going to miss a class or be late on the due date of an assignment, it is still your responsibility to provide me with your completed assignment in advance of the deadline. If you must miss a deadline as a result of a medical or family emergency, please notify me as soon as possible so that alternative arrangements can be made. Last minute extensions are rarely granted.

E. Grades

Please do not ask me when I will return graded assignments. Grades on course requirements are final (with the exception of mathematical and transcription errors). I am happy to discuss why you received a certain grade and provide constructive feedback.

Please do not contact me during or following the semester asking me to change or “bump up” your grade—I would consider this unethical behavior. Please let me know if there was an error made in the calculation or transcription of your final grade.

This is a rigorous course. Please do not make excuses or complain to me about your grade. If you are underperforming, please meet with me early in the semester and frequently if necessary, as opposed to waiting to meet with me toward the end of the semester

F. Post-Written Assessment Review

Graded assessments will be returned and reviewed in class and then collected. I will post grades on Canvas *after* assessments have been returned in class. If you do not return your assessment at that time, you will receive “0” points on that assessment. Students not in attendance on the day we review the assessments, and even those in attendance, are highly encouraged to come to office hours to review Written Assessments with the instructor.

G. Academic Misconduct

I believe in and am required to uphold and enforce rules against cheating, dishonest conduct, plagiarism, and collusion. Any form of academic misconduct will result in an automatic “0” on the course requirement in question.

During the Written Assessments, put all of your material away—this includes cell phones, papers, textbooks, and anything that could be constructed as cheating material. In terms of course requirements assigned to be completed outside of class, you must complete the assignment on your own unless noted as a group assignment.

For additional information on academic misconduct, please see the syllabus addendum.

H. Office Hours

My office number and office hours are noted on the first page of the syllabus. I encourage you to come to office hours if you have questions, comments, concerns, etc. Be prepared to be an active participant in office hour discussions. If you have questions, please bring your detailed class/reading notes, and be prepared to ask very specific questions and respond to my questions. If you do not know what questions to ask or do not understand certain concepts, please indicate that you have made quality attempts to learn the material (e.g., reading the textbook and supplemental readings, taking diligent notes) before office hour visits. Office hours will not be used to simply recap classroom discussions.

I will not discuss course requirements during office hours *on the day in which the requirement is due (or the Written Assessment taken)*; therefore, please note requirement due dates in your calendar and meet with me to discuss these items well in advance.

Office hours are not in effect during academic breaks (e.g., fall break, winter break, spring break), holidays, or after the class has ended.

I. Changes to Syllabus

The instructor may make changes to the course syllabus due to inclement weather or other conditions. Students will be notified of any changes in advance.

J. Extra Credit

There is no extra credit in this class. Please do not ask for or make inquiries regarding extra credit.

K. Recording Lectures

You may not record lectures, unless you have completed the required paperwork for Adaptive Educational Services (AES). Under no circumstances may you sell, distribute, or upload recorded lectures on the Internet. Lecture material is my intellectual property.

L. Reference Letters

I will consider serving as a reference or writing letters of recommendation on a case-by-case basis, with emphasis on your performance/final grade in the class, your seriousness of purpose, and quality of your professional interactions during office hours/appointments. When you ask for a letter of recommendation, please send me a copy of your transcript with the course(s) you took from me highlighted; a photo (especially if it has been a while since you completed my class); a resume; personal statement; and information regarding where the letter should be sent. Please do not ask for the letter of recommendation to be given directly to you or in a sealed envelope. Only “blind” letters, those you do not see, are of any worth to the letter recipient.

M. Honors Contract

If you are enrolled in the Honors College and would like to enter into an Honors Contract with me serving as your faculty advisor, please meet with me during the first or second week of classes.

N. Discussion of Sensitive Course Content

In the discussion of politically complex and charged issues in the public affairs arena, it is often necessary to explore terminology and concepts that, on occasion, may make us uncomfortable. Please understand that it is necessary to engage in these discussions in order to come to a critical and comprehensive understanding of our topic so that, subsequently, we can learn how to deconstruct and assuage the themes contained therein. If you become particularly distressed about any discussion, please speak to me immediately.

O. Student Enrollment in Multiple Courses with the Instructor

I will not make special accommodations for students who are enrolled in multiple courses with me. Class requirements may have due dates that are the same across multiple courses under my instruction. Students may benefit from taking this into account when registering for courses and organizing their calendars.

IUPUI Policies

There are a number of campus-wide policies governing the conduct of courses at IUPUI. These can be found at http://registrar.iupui.edu/course_policies.html. Each student is responsible for understanding and following all policies.

Principles of Undergraduate Learning (PULs)

The activities in this course are linked to the following Principle(s) of Undergraduate Learning: **Written, Oral, and Visual Communication Skills** – The ability of students to interpret and express information is a foundational skill necessary for all IUPUI students to succeed. Core communication skills are demonstrated by the student’s ability to: (1) express ideas and facts to others effectively in a variety of formats, particularly written, oral and visual formats; and (2) communicate effectively in a range of settings.

Course Calendar

Date	Topics and Readings <i>Readings should be completed prior to the class session for which they are listed.</i>	Requirement Due Dates
M, January 8	Introduction to Course <i>Complete introductory questionnaire</i>	
W, January 10	The Challenge of Effective Public Management Goldstein – Forward, Introduction See Canvas for core and/or supplemental reading materials	
M, January 15	No class (Martin Luther King, Jr. Day)	

W, January 17	The Challenge of Effective Public Management Goldstein - Forward, Introduction See Canvas for core and/or supplemental reading materials	
M, January 22	Public Values and Key Dimensions of Success Goldstein - Chapter 1 See Canvas for core and/or supplemental reading materials	
W, January 24	Public Values and Key Dimensions of Success Goldstein - Chapter 1 See Canvas for core and/or supplemental reading materials	
M, January 29	Strengths-Based Leadership See Canvas for core and/or supplemental reading materials	
W, January 31	Strengths-Based Leadership See Canvas for core and/or supplemental reading materials	
M, February 5	Motivating, Empowering, and Managing Personnel Goldstein - Chapter 2 See Canvas for core and/or supplemental reading materials <i>Discuss Written Assessment I</i>	
W, February 7	Motivating, Empowering, and Managing Personnel Goldstein - Chapter 2 See Canvas for core and/or supplemental reading materials	
M, February 12		Written Assessment I
W, February 14	Creating and Leading a Well-Designed Organization Goldstein - Chapters 4, 5 See Canvas for core and/or supplemental reading materials	
M, February 19	Creating and Leading a Well-Designed Organization Goldstein - Chapters 4, 5 See Canvas for core and/or supplemental reading materials	
W, February 21	Getting Value from Contracting Goldstein - Chapter 6 See Canvas for core and/or supplemental reading materials	
M, February 26	Getting Value from Contracting Goldstein - Chapters 6 See Canvas for core and/or supplemental reading materials	

W, February 28	Decision Making and Innovation amid Wicked Problems Goldstein - Chapters 3, 7, 8 See Canvas for core and/or supplemental reading materials	
M, March 5	Decision Making and Innovation amid Wicked Problems Goldstein - Chapters 3, 7, 8 See Canvas for core and/or supplemental reading materials	
W, March 7	Managing Multi-Culturalism See Canvas for core and/or supplemental reading materials <i>Discuss Written Assessment II</i>	
M, March 12 W, March 14	No class (Spring Break)	
M, March 19	Managing Multi-Culturalism See Canvas for core and/or supplemental reading materials	
W, March 21		Written Assessment II
M, March 26	Ethics and Administrative Responsibility Goldstein - Chapter 9 See Canvas for core and/or supplemental reading materials	
W, March 28	Ethics and Administrative Responsibility Goldstein - Chapter 9 See Canvas for core and/or supplemental reading materials	
M, April 2	Working, Shirking, and Sabotage See Canvas for core and/or supplemental reading materials <i>Discuss Oral Assessment</i>	
W, April 4	Working, Shirking, and Sabotage See Canvas for core and/or supplemental reading materials	
M, April 9	Managing Networks and Collaborative Governance See Canvas for core and/or supplemental reading materials <i>Discuss Written Assessment III</i>	
W, April 11	Managing Networks and Collaborative Governance See Canvas for core and/or supplemental reading materials	

M, April 16		Written Assessment III
W, April 18	The Psychology of Management See Canvas for core and/or supplemental reading materials	
M, April 23	Critical Reflection and Professional Development See Canvas for core and/or supplemental reading materials	
W, April 25	Oral Assessment Workshop	
M, April 30	Written Assessment I, II, III Make-up (if applicable)	
F, May 4 3:30pm-5:30pm	<i>Please note change in traditional class meeting time for final exam.</i>	Oral Assessment