Instructor: James Thurmond, Ph.D.

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Rm. 312, Phillip G. Hoffman Hall
Monday – Friday (appointments preferred)

Introduction

Management of a public organization is similar in many ways to a private organization. Both must operate efficiently and effectively, but according to different values and mission perspectives. This requires adherence to similar management criteria and techniques. The big difference, however, is that public organizations must consider democratic values such as equity, inclusiveness, individual rights, and representation in their decision making process. Simply put, public organizations have many more constraints than a private organization (Graham, 1979).

This course focuses on effectively, efficiently, and equitably managing a public organization to produce public goods and/or services within the constraints of a democracy and federalism. The course includes a combination of practice and theory in case studies, readings, class discussions, and class papers. In the end, you should be better prepared to manage a public organization.

Management is what happens in the black box of management between organizational inputs and organizational outputs. Is it management style, leadership, any or all of Lynn and Hall’s three dimensions, etc.? Students who have taken PUBL 6310 Administrative Theory should have a good understanding of what happens in the managerial black box based on Rainey’s key dimensions of organizing and managing as listed below:

Key Dimensions of Organizing and Managing, Chapters 6-11 (Rainey 2009)

6 - Organizational Goals and Effectiveness, 145-169.
7 - Formulating and Achieving Purpose, 170-200.
8 - Organizational Structure, design, technology, and information technology, 201-240.
9 - Understanding People in Public Organizations: Values and Motives, 247-272.
10 - Understanding People in Public Organization: Theories of Work Motivation and Work-Related Attitudes, 273-313.
11 - Leadership, Managerial Roles, and Organizational Culture, 314-350.

Learning Outcomes

1. Improve understanding of public management – know what happens in the black box of management between organizational inputs and outputs.
2. Be better prepared for public management.

Requirements for the Course

1. Read the assignments and prepare for each class.
2. If you miss more than three classes without a good valid reason, you are dropped from the course. Notify me if you cannot be present for a class.
3. Regularly participate in the discussions based upon the readings and your experience.
4. Turn in graduate-level quality papers
   a. Turnitin Papers. Late papers will be dropped one letter grade per day.
      i. 1st paper (due February 23)
      ii. 2nd paper (due March 30)
      iii. 3rd paper – final exam (due May 7)
   b. Portfolio development
      i. Periodically throughout the semester, prepare a portfolio of what you have learned that improves your marketability.
5. On-line Classes and Exercises -- Discussions will be asynchronous over the designated discussion period (e.g., Wednesday – Saturday), but student postings should be throughout the discussion period. True dialogue is required; not simplistic yes/no responses or forced dialogue at the very end of the discussion period to present a façade of participation.
   a. Six (6) on-line classes – Feb. 9 & 23; March 9 & 30; and April 13 & 27.
      i. Course readings will be reviewed through the use of questions and answers in a discussion format. That is, I post the question and students respond.
   b. Two Group case studies March 2 and April 6 -- Each student will participate in group exercises, using BB Discussion Board only, and collaborate on solutions to case studies. The final product will be a group solution to the case study presented in class.
   c. Blackboard Protocol
      i. Posting requirement/prompt: Post coherent, not fragmented sentences/paragraphs.
      ii. Response requirement: Engage in a dialogue by responding to other group members’ posts.
6. Presentations – make three presentations to the class, March 2, April 6, and May 4.

### Grading

<table>
<thead>
<tr>
<th>Class Element (% of Total Grade)</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Participation (20%)</td>
<td></td>
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<tr>
<td>Attendance &amp; class participation</td>
<td>10</td>
</tr>
<tr>
<td>On-line participation</td>
<td>10</td>
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<tr>
<td>2. Papers (60%)</td>
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<tr>
<td>1st</td>
<td>15</td>
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<td>2nd</td>
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<tr>
<td>Final</td>
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<td>3. Group Exercises (20%)</td>
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<tr>
<td>1st</td>
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<td>2nd</td>
<td>10</td>
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<tr>
<td>4. Presentations</td>
<td></td>
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<tr>
<td>Three @ 5 ea.</td>
<td>15</td>
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<tr>
<td><strong>Total Score</strong></td>
<td><strong>100</strong></td>
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### Grading Elements -- Papers

<table>
<thead>
<tr>
<th>1. Purpose</th>
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<tbody>
<tr>
<td>• Link the content of the course, both theory and practice, with your own experiences to demonstrate your understanding of the course’s applicability.</td>
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<tr>
<td>• Demonstrate understanding of course material by citing it.</td>
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<tr>
<th>2. Evidence-based Reasoning</th>
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<tr>
<td>Use concepts, models, methods, etc. from the class</td>
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<tr>
<th>3. Organization</th>
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<tr>
<td>Flow of ideas and analysis</td>
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<tr>
<th>4. Mechanics and style</th>
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<tr>
<td>Grammar, clarity, precision, and brevity</td>
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### Grading Elements -- On-line

<table>
<thead>
<tr>
<th>1. Similar to Papers:</th>
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<tbody>
<tr>
<td>Even though your posts and responses on BB will be more of a dialogue with other group members, still adhere to purpose, evidence-based reasoning, and mechanics and style as for papers (see above)</td>
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<table>
<thead>
<tr>
<th>2. Number of posts</th>
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<tr>
<th>3. Quality of posts</th>
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<tr>
<td>What substantive material have you added to the discussion? What value have you added?</td>
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<tr>
<th>4. Time spent on Background.</th>
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<tbody>
<tr>
<td>I don’t put much faith in this element since it can easily be manipulated by students who log on and then do nothing but let the site remain open – “gaming the system.”</td>
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### Grading Elements -- Presentation

<table>
<thead>
<tr>
<th>1. Body language</th>
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<tbody>
<tr>
<td>professional and compatible with content</td>
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<tr>
<th>2. Eye contact with the audience</th>
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<tr>
<td>don’t read your presentation</td>
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<table>
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<tr>
<th>3. Voice</th>
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<tr>
<td>projects well with appropriate inflections</td>
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<tr>
<th>4. Pace/speed of presentation</th>
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<tr>
<td>clear and natural</td>
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<th>5. Language</th>
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<tr>
<td>no use of fillers; good grammar</td>
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<tr>
<th>6. Timing of presentation</th>
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<td>to stay within allotted time.</td>
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<th>7. Power Point</th>
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<td>follows good protocol; good flow; consistency</td>
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| 8. Addressed the topic and informed the audience |

### Statement on Academic Dishonesty

Presenting the words or works of others as your own is plagiarism, is dishonest, and is a violation of the University Policy on Academic Honesty. If you are not certain of what is permissible, you should contact the professor prior to submitting the assignment and/or check the UH webpage [http://www.uh.edu/provost/academic-affairs/policy-guidelines/honesty-](http://www.uh.edu/provost/academic-affairs/policy-guidelines/honesty-).
A student found in violation of academic honesty may be subject to a failing grade, suspension, or dismissal from the university.

**Required Textbook**


**Outline and Assignments**

**Class 1 (Jan. 26): Introduction**

- Public Management:


**Class 2 (Feb. 2): What is public management?**


Covered by Thurmond (not required reading but check my notes)


- Ring, Peter Smith and James L. Perry (1985) Strategic Management in Public and Private Organizations: Implications of Distinctive Contexts and Constraints. Academy of Management. *The Academy of Management Review*. [Note Figure 1, the five propositions 279-281, and managerial behavior for dealing with the propositions 283-284.]


Covered by Thurmond (not required reading but check my notes)
• Moynihan, Donald P. and John Clayton Thomas (2013) Citizen, Customer, Partner: Rethinking the Place of the Public in Public Management. Public Administration Review, Vol. 73, No. 6, 786-796. [Relate to Mintzberg (1996). Managers need to know how to work with the public in all three roles of citizen, customer, and partner. Another author asks why not include voter and taxpayer also?]

Class 3 (Feb. 9): Public Management’s Three Dimensions
  • Morgan, Gareth (1997) Images of Organization, 2nd ed. Sage Publications: Thousand Oaks, CA. 3-6. [The art of “reading” a situation is you understanding or conceptualizing a situation with various scenarios in mind and forging action appropriate to your understandings.]

Class 4 (Feb. 16): Analysis and Argument in Public Management
  • Speaker:

Class 5 (Feb. 23): Public Management: The Structural Dimension
  • Thurmond Memo to City Council (1981) – from which dimension am I working? What’s my purpose in the memo? Any application of theory in this memo?
  • Morgan et al. (2012). Systems Analysis and Local Policymaking 15-18; Chapter 4 Urban Policymaking 89-97; and Chapter 6 Decision-making and Analysis 160-194. In Managing Urban America
Class 6 (March 2): Public Management: The Cultural Dimension
- Group case study presentation

Class 7 (March 9): Public Management: The Craft Dimension
- Leadership

Covered by Thurmond (not required reading)

March 16 Spring Break

Class 8 (March 23): Managing in Three Dimensions
Class 9 (March 30): Performance


Covered by Thurmond (not required reading)


Class 10 (April 6): Public Management’s Backbone – Rule of Law

- Ethics:
  - ICMA Code of Ethics, ICMA, Washington, D.C.

Group case study presentation

Covered by Thurmond (not required reading)

- Rosenbloom, David H. 2011. C. 22 Public Administration’s Legal Dimensions. In The State of Public Administration. ED. Menzel, Donald C. and Harvey L. White. NY: M.E. Sharpe. 368-387. [Know why law is important to you as a public official (370).]
- Examples of rule of law constraints
Texas Open Meetings 2010 Handbook, Attorney General of Texas
(www.oag.state.tx.us/opinopen/og_resources.shtml)

Class 11(April 13): Public Management Reform

- Benjamin, Mathew (February 24, 2003) U.S. News and World Report. 74-75.

Class 12 (April 20): Human Resources

- **Speaker:** David Kester, Director – Human Resources & Risk Management, Harris County, Texas

Covered by Thurmond (not required reading)

- French, P. Edward. (2008) Employment Laws and the Public Sector Employers: Lessons to Be Learned From a Review of Lawsuits Filed against Local Governments. Public Administration Review. 69, 1, Public Sector Employees and Their Employers 93-95, Table 1, and Conclusion 101. [Handy checklist of what to do in order to avoid lawsuits in practice.]

Class 13 (April 27): Implementation


Covered by Thurmond (not required reading)

• Meuleman. 2008. Public Management and the Metagovernance of Hierarchies, Networks and Markets – The Feasibility of Designing and Managing Governance Style Combinations. 301-304, 309-313, and 319-324 [Understand the formula $Ms = Ws \times Ds \times Cs$.]

Class 14 (May 4): Nuts and Bolts and Class Wrap-up

Wrap-up

End of Semester Individual Presentations – Each student will be assigned a week to summarize in a 10 minute presentation to the class.

Nuts and Bolts

• Media Relations (See “News Media” in Blackboard.):
  o Shelton & Caudle Inc. (1994) What Reporters Want to Know. (Class handout)

• Meetings:
    ▪ Chairing a Meeting, 207-210, and
    ▪ Running a Staff Session, 219-224.
  o Knight: Roberts Rules of Order. Parliamentary Procedure: (July 2005) Being Aware of the Key Rules [TML presentation]

• Conflict:
  o Lan, Zhiyong (1997). A Conflict Resolution Approach to Public Administration. Public Administration Review, Vol. 57, No. 1, [understand Table 1, p. 29]

• Social Media

• Other Challenges:

FINAL Paper due 5 PM, Wednesday, May 11