



PBAD 3331: Applied Public Management

Fall 2024

Instructor:	Colt Jensen	Meeting Time:	Asynchronous
E-mail:	cjensen@georgiasouthern.edu	Room:	Online
Office:	Carroll 1071	Office Hours:	1-5pm on Wednesdays

Course description: This course is an undergraduate-level survey course designed to introduce you to the foundational theories, general themes, major topics, and contemporary managerial challenges facing public and non-profit organizations. This course addresses the four main areas: (1) an introduction to public organizations by emphasizing their history, environment, politics, and the role of public policy in influencing public organizations; (2) an examination of the key dimensions of organizing and managing public organizations; (3) bringing theory into practice by way of case-based learning exercises; and (4) the application of strategies for managing and improving public and non-profit organizations.

This course is designed to provide you with an overview of the basic management principles and practices, an understanding of how public management has evolved, and insights into the current issues facing public managers.

Credit Hours: 3

Required Textbook: *Understanding and Managing Public Organizations*

Authors: Rainey, Fernandez, & Malatesta **ISBN:** 9781119705895 **Edition:** 6th (2021)

Office Hours: Drop-in office hours from 1-5 PM on Wednesdays and 2:30-5:30 PM on Thursdays. If those hours do not work for you, appointments can also be scheduled via e-mail.

Course Instruction Learning Through Folio and Perusall: This course is online and asynchronous (i.e., no required in-person or Zoom meetings). As a result, all instruction materials, assignments, and resources will be distributed and submitted through our course's Folio or [Perusall page](#) - Perusall Student Enrollment Code: **JENSEN-FM2N7**.

Course Objectives:

At the completion of this course, students will be able to:

1. By the end of this course, students will be able to differentiate between public, nonprofit, and private sector organizations by identifying key characteristics, overlapping areas, and unique distinctions, and applying this knowledge to real-world case studies and public management analysis.
2. Articulate organizational problems and establish strategies for stakeholders and citizens to have input into public program management.
3. Effectively utilize established theories to frame and interpret public organizational and management issues.
4. *Lead and manage in public governance* by demonstrating an understanding of how organizational theory and behavior apply to public and nonprofit management

Course & University Policies

Accessibility Statement: Students with disabilities who anticipate or experience barriers in this course may contact the Student Accessibility Resource Center (SARC) for assistance in determining and implementing reasonable accommodations. SARC on the Statesboro campus is located on the second floor of Cone Hall and the phone number is (912) 478-1566. SARC for the Armstrong and Liberty campuses is located on the second floor of the Memorial College Center and the phone number is (912) 344-2572. For more information, please visit: <https://www.georgiasouthern.edu/students/sarc/>.

Academic Honesty: The Georgia Southern University [Honor Code](#) states: "I will be academically honest in all of my course work and will not tolerate the academic dishonesty of others." Honesty is the essence of the intellectual life of the University. Students who copy the work of another on an assignment, paper, quiz, or examination are guilty of cheating. Misrepresenting another's work as your own, copying material from books, magazines, or other resources without acknowledging and identifying those sources is plagiarism. I expect all work in this course to be your own. Submitting the work of others (i.e., plagiarism) and submitting work done by generative AI (e.g., ChatGPT) is not allowed. I use a combination of Turnitin, [GPTZero](#), and [Grammarly's](#) plagiarism checker to catch plagiarism and the use of generative AI. If these programs indicate a high likelihood of plagiarism or reliance on generative AI, we will have a conversation about the issue, and I reserve the right to give such coursework a zero. Instances of dishonest behavior will be reported to the [Office of Student Conduct](#). If a student is found guilty of either cheating or plagiarizing or of assisting other students in cheating or plagiarizing on an assignment, the student may receive a grade of "F" for the course and be suspended or dismissed from the University.

Class participation: This course requires online discussion and participation. Submitting discussion questions and weekly study guides will earn you full credit for participation. Be respectful to other classmates and the instructor at all times. Professional courtesy and sensitivity are especially important with respect to individuals and topics that deal with differences in race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me with each student's legal name. I want to address you by your preferred name and/or gender pronoun. Please inform me of this preference early in the semester so that I can make appropriate changes to my records and communications.

Well-being & Support Resources: Please do not hesitate to let me know if you have difficulty in this course for any reason. In addition, university services are available to support you.

- Student Wellness & Health Promotion: students.GeorgiaSouthern.edu/swhp
- Writing Center: Georgiasouthern.edu/cah/writing-center/
- Health Services: GeorgiaSouthern.edu/healthservices
- Counseling Center: GeorgiaSouthern.edu/counseling or you can access 24/7 crisis support at 912-478-5541 for Statesboro Campus students or at 912-344-2529 for the Armstrong & Liberty Campuses. Call or text 988 for nationwide mental health crisis support.
- Campus Food Pantry Resources: [Food Insecurity Resources](#)
- Regents Center for Learning Disorders: academics.GeorgiaSouthern.edu/rcld.
- Campus Wellbeing Resources: Georgiasouthern.edu/students/swhp/campus-wellbeing/

Additional information, including free digital well-being resources, can be accessed through the MyGS Mobile app or by visiting [Be Well Eagles](#).

Late Submission & Makeup Policy: Each calendar day an assignment is late will result in 10% deduction in your grade for that assignment. Late work must be emailed to me directly, not submitted through Folio. A legitimate excuse for absence from an exam (e.g., religious holiday, medical emergency, or illness) must be presented in order for a makeup exam/quiz to be administered. When feasible, absence excuses should be submitted with documentation ASAP.

Important Deadlines:

- | | |
|---|-----------------------|
| 1) Quizzes | Biweekly |
| 2) Monthly Exams | 9.6, 10.4, 11.1, 12.4 |
| 3) Discussion Questions (Participation) | Weekly |
| 4) Study Guides | Weekly |

Submissions for all assignments must be handed in electronically via Folio at 23:59 (the latest) on the respective day.

Letter Grade Distribution:

>= 93.00	A	73.00 - 76.99	C
90.00 - 92.99	A-	70.00 - 72.99	C-
87.00 - 89.99	B+	60.00 - 69.99	D
83.00 - 86.99	B	<= 59.99	F
80.00 - 82.99	B-		
77.00 - 79.99	C+		

Grade Distribution:

Exams	30%
Participation & Discussion	25%
Quizzes	20%
Study Guides	25%

Course Schedule

I ask you to submit your quizzes (🔒) and exams (!) before the deadline and to study the required readings (📖) for each week carefully. Each class session is marked with this symbol (📝) which indicates the assignments that you will need to complete. Further details for each week and assignment are provided below.

"In preparing for battle I have always found that plans are useless, but planning is indispensable." - Dwight D. Eisenhower

The course outline below represents my detailed plans for how I intend for this course to proceed. However, adaptations to this course schedule or syllabus may be necessary.

Week 1 - Introduction to Public Management (August 16)

We will use this week to get acquainted with Perusall, Folio, the syllabus, and the other resources necessary to succeed in this course.

📝 All students: Complete the activities listed in the course introduction worksheet.

Week 2 - Introduction to Public Management (August 23)


We will use the textbook by Rainey, Fernandez, and Malatesta (2021) as a guide through this course – please read assigned readings carefully!

Required readings

- ☐ Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch. 1**.

Optional readings

- * Esteve, Marc and Schuster, Christian (2019). *Motivating Public Employees*. Elements in Public and Non-profit Administration. Cambridge University Press. DOI: [10.1017/9781108559720](https://doi.org/10.1017/9781108559720) **Ch. 1**.

 All students: Submit two questions & reply to two classmates' posts on the Esteve and Schuster chapter in Perusall by 6 pm on Friday. **Study Guide 1**

Week 3 - The Uniqueness(?) of Public Management (August 30)


(!) Quiz 1

Required readings

- * Rainey, Hal G. and Chun, Young Han (2009). "Public and Private Management Compared". In: *The Oxford Handbook of Public Management*. Ed. by Ferlie, Ewan, Lynn, Laurence E., and Pollitt, Christopher. 1st ed. Oxford University Press: 71–102. DOI: [10.1093/oxfordhb/9780199226443.003.0005](https://doi.org/10.1093/oxfordhb/9780199226443.003.0005) Ch. 4
- * Boyne, George A. (2002). "Public and Private Management: What's the Difference?" *Journal of Management Studies* 39(1): 97–122. DOI: <https://doi.org/10.1111/1467-6486.00284>
- * Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley Ch. 3

Additional Resources

- ☐ Radin - Blog: [Should We Use Public or Private Sector Approaches for Policy and Management Change?](#)

 All students: Submit two questions & reply to two classmates' posts on the Rainey and Chun chapter in Perusall by 6 pm on Friday. **Study Guide 2**


Week 4 - A Brief History of Public Management (September 6)

Required readings

- ☐ Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch 2**.

Optional readings

- * Lynn, Laurence E. (June 2007). "Public Management: A Concise History of the Field". In: *The Oxford Handbook of Public Management*. Ed. by Ferlie, Ewan, Lynn, Laurence E., and Pollitt, Christopher. Oxford University Press. ISBN: 9780199226443. DOI: [10.1093/oxfordhb/9780199226443.003.0003](https://doi.org/10.1093/oxfordhb/9780199226443.003.0003)
- * Lee, Mordecai (2019). *Historical Development of American Public Administration*. DOI: [10.1093/acrefore/9780190228637.013.1441](https://doi.org/10.1093/acrefore/9780190228637.013.1441)

 All students: Submit two questions & reply to two classmates' posts on the Lynn chapter in Perusall by 6 pm on Friday. **Study Guide 3**

Week 5 - The Public Management Environment (September. 13)

(!) Quiz 2

Required readings


- ☐ Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch 4**.

Optional readings

- * Steen, Trui and Schott, Carina (2019). "Public sector employees in a challenging work environment". *Public Administration* 97(1): 3–10. DOI: <https://doi.org/10.1111/padm.12572>.

Additional Resources

- ☐ [Indeed - Working in Government: Pros and Cons](#)

 All students: Submit two questions & reply to two classmates' posts on the Rainey, Fernandez, and Malaesta chapter in Perusall by 6 pm on Friday. **Study Guide 4**

Week 6 - The Impact of Politics and Policy on Public Management (September 20)

(!) Exam 1

Required readings

- ☐ Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Chapter 5**.


Optional readings

- * Deleon, Linda (June 2007). "Public Management, Democracy, and Politics". In: *The Oxford Handbook of Public Management*. Oxford University Press. ISBN: 9780199226443. DOI: [10.1093/oxfordhb/9780199226443.003.0006](https://doi.org/10.1093/oxfordhb/9780199226443.003.0006).

- * Svara, James H. (1999). "Complementarity of Politics and Administration as a Legitimate Alternative to the Dichotomy Model". *Administration & Society* 30(6): 676–705. DOI: [10.1177/00953999922019049](https://doi.org/10.1177/00953999922019049).

Additional Resources

- ☐ [ICMA - Dr. Kimberly Nelson: Returning to the Politics Versus Administration Debate](#)

 All students: Submit two questions & reply to two classmates' posts on the ICMA article in Perusall by 6 pm on Friday. **Study Guide 5**

Week 7 - Goals and Strategies of Public Organizations (September 27)

I will be attending a conference in Memphis during this week, so I will not hold regularly scheduled in-person office hours this week. Email me to schedule a Zoom meeting, if needed.

Required readings

- ☐ Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Chapter 6**.

Optional readings

- * Bryson, John and George, Bert (Mar. 2020). *Strategic Management in Public Administration*. DOI: [10.1093/acrefore/9780190228637.013.1396](https://doi.org/10.1093/acrefore/9780190228637.013.1396).

Additional Resources

- ☐ [U.S. Office of Personnel Management \(OPM\) - Performance Management Competencies: Setting Goals](#)
- ☐ [MIT Sloan Management Review: With Goals, FAST Beats SMART](#)
- ☐ [Performance.gov: What are APGs? Understanding Agency Priority Goals](#)

 All students: Submit two questions & reply to two classmates' posts on the MIT Sloan article in Perusall by 6 pm on Friday. **Study Guide 6**

Week 8 - Public Sector Performance Management (October 4)

(!) Quiz 3


Required readings

- ☐ Moynihan, Donald P. (2005). "Goal-Based Learning and the Future of Performance Management". *Public Administration Review* 65(2): 203–216. DOI: <https://doi.org/10.1111/j.1540-6210.2005.00445.x>
- ☐ Ryzin, Gregg G. Van (2007). "Pieces of a Puzzle: Linking Government Performance, Citizen Satisfaction, and Trust". *Public Performance & Management Review* 30(4): 521–535. DOI: [10.2753/PMR1530-9576300403](https://doi.org/10.2753/PMR1530-9576300403)

- Talbot, Colin (June 2007). "Performance Management". In: *The Oxford Handbook of Public Management*. Oxford University Press. ISBN: 9780199226443. DOI: [10.1093/oxfordhb/9780199226443.003.0022](https://doi.org/10.1093/oxfordhb/9780199226443.003.0022)

Additional Resources

- [Partnership for Public Service: 2024 Finalists for the Samuel J. Heyman Service for America Medals](#)

 All students: Submit two questions & reply to two classmates' posts on the Talbot chapter in Perusall by 6 pm on Friday. **Study Guide 7**

Week 9 - Motivating Government and Nonprofit Workers (October 11)

(!) Exam 2

Required readings


- Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch. 10**.

Optional readings

- * Esteve, Marc and Schuster, Christian (2019). *Motivating Public Employees*. Elements in Public and Non-profit Administration. Cambridge University Press. DOI: [10.1017/9781108559720](https://doi.org/10.1017/9781108559720) **Ch. 4**.
- * Van Dooren, W., Bouckaert, G., and Halligan, J. (2015). *Human Resource Management in Public Service: Paradoxes, Processes, and Problems*. 2th. Routledge. DOI: <https://doi.org/10.4324/9781315817590> **Ch. 3**.

Additional Resources

- [Harvard Business Review: Why Government Workers Are Harder to Motivate](#)

 All students: Submit two questions & reply to two classmates' posts on the Esteve and Schuster chapter in Perusall by 6 pm on Friday. **Study Guide 8**

Week 10 - Leadership and Managerial Roles in Public Sector (October 18)

Required readings

- Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch. 11**.

(!) Midterm


Optional readings

- * Rainey, Hal G. and Steinbauer, Paula (Jan. 1999). "Galloping Elephants: Developing Elements of a Theory of Effective Government Organizations". *Journal of Public Administration Research and Theory* 9(1): 1–32. DOI: [10.1093/oxfordjournals.jpart.a024401](https://doi.org/10.1093/oxfordjournals.jpart.a024401).

- * Obed Pasha Theodore H. Poister, Bradley E. Wright and Thomas, John C. (2017). "Transformational Leadership and Mission Valence of Employees: The Varying Effects by Organizational Level". *Public Performance & Management Review* 40(4): 722–740. DOI: [10.1080/15309576.2017.1335220](https://doi.org/10.1080/15309576.2017.1335220).

Additional Resources

- ☐ [Harvard Business Review: A Nonpartisan Model for Developing Public-Service Leaders](#)
- ☐ [Partnership for Public Service: Public Service Leadership Model](#)

 All students: Submit two questions & reply to two classmates' posts on the Harvard Business Review article in Perusall by 6 pm on Friday. **Study Guide 9**

Week 11 - Nonprofit Leadership (October 25)

(!) Quiz 4

Required readings


- ☐ Never, Brent (2016). "The Changing Context of Nonprofit Management in the United States". In: *The Jossey-Bass Handbook of Nonprofit Leadership and Management*. John Wiley Sons, Ltd. Chap. Three: 80–101. ISBN: 9781119176558. DOI: <https://doi.org/10.1002/9781119176558.ch3>
- ☐ Hopkins, Bruce R. and Gross, Virginia C. (2016). "The Legal Framework of the Nonprofit Sector in the United States". In: *The Jossey-Bass Handbook of Nonprofit Leadership and Management*. John Wiley Sons, Ltd. Chap. Two: 43–79. ISBN: 9781119176558. DOI: <https://doi.org/10.1002/9781119176558.ch2>

Optional readings

- * McMullin, Caitlin and Raggio, Paloma (2020). "Leadership and Governance in Times of Crisis: A Balancing Act for Nonprofit Boards". *Nonprofit and Voluntary Sector Quarterly* 49(6): 1182–1190. DOI: [10.1177/0899764020964582](https://doi.org/10.1177/0899764020964582).
- * Stark, Andrew (Apr. 2010). "The Distinction between Public, Nonprofit, and For-Profit: Revisiting the "Core Legal" Approach". *Journal of Public Administration Research and Theory* 21(1): 3–26. DOI: [10.1093/jopart/muq008](https://doi.org/10.1093/jopart/muq008).
- * Clerkin, Richard M., Varkey, Sapna, and Sudweeks, Jayce (2023). "Five Nonprofit Leadership Challenges: A Proposed Typology of Common Issues that Nonprofit Leaders Face. *Journal of Nonprofit Education and Leadership* 13(2): 31–58. DOI: [http://dx.doi.org/10.18666/JNEL-2022-10802](https://dx.doi.org/10.18666/JNEL-2022-10802).

Additional Resources

- ☐ [The Chronicle of Philanthropy: Fewer People Want to Lead Nonprofits. What's the Answer?](#)

 All students: Submit two questions & reply to two classmates' posts on The Chronicle of Philanthropy article in Perusall by 6 pm on Friday. **Study Guide 10**

Week 12 - Best Practices (November 1)

Required readings


- ☐ Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch. 13**

Optional readings

- * George, Bert, Walker, Richard M., and Monster, Joost (2019). "Does Strategic Planning Improve Organizational Performance? A Meta-Analysis". *Public Administration Review* 79(6): 810–819. DOI: <https://doi.org/10.1111/puar.13104>.

Additional Resources

- ☐ International City/County Management Association (ICMA): Practices for Effective Local Government Management and Leadership
- ☐ Central Michigan University - Top 18 Essential Nonprofit Management Skills and Development Tips

 All students: Submit two questions & reply to two classmates' posts on the ICMA article in Perusall by 6 pm on Friday. **Study Guide 11**

Week 13 - Advancing Effective and Innovative Management in the Public Sector (November 8)

(!) Exam 3

Required readings

- ☐ Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch. 14**


Optional readings

- * Mergel, Ines, Ganapati, Sukumar, and Whitford, Andrew B. (2021). "Agile: A New Way of Governing". *Public Administration Review* 81(1): 161–165. DOI: <https://doi.org/10.1111/puar.13202>.

Additional Resources

- ☐ OPM: Promoting Innovation in Government
- ☐ Partnership for Public Service: Building a Culture of Innovation in Government
- ☐ Bloomberg Philanthropies: Improving the way city governments work by driving innovation

- ☐ Organization for Economic Co-operation and Development (OECD): Government innovation

 All students: Submit two questions & reply to two classmates on the Partnership for Public Service article in Perusall by 6 pm on Friday. **Study Guide 11**

Week 14 - Teams and Conflict (November 15)

Required readings


- ☐ Rainey, Hal G., Fernandez, Sergio, and Malatesta, Deanna (2021). *Understanding and Managing Public Organizations*. 6th. Wiley **Ch. 12**.

Optional readings

- * Boin, Arjen and Hart, Paul 't (2003). "Public Leadership in Times of Crisis: Mission Impossible?" *Public Administration Review* 63(5): 544–553. DOI: <https://doi.org/10.1111/1540-6210.00318>.

Additional Resources

- ☐ OPM: Building a Collaborative Team Environment

 All students: Submit two questions & reply to two classmates on the Boin and Hart article in Perusall by 6 pm on Friday. **Study Guide 12**

Week 15 - Accountability, Ethics, and Values (November 22)

(!) Quiz 5

Required readings

- ☐ Romzek, Barbara S. and Dubnick, Melvin J. (1987). "Accountability in the Public Sector: Lessons from the Challenger Tragedy". *Public Administration Review* 47(3): 227–238. DOI: <https://doi.org/10.2307/975901>
- ☐ Norman-Major, Kristen (2011). "Balancing the Four Es; or Can We Achieve Equity for Social Equity in Public Administration?" *Journal of Public Affairs Education* 17(2): 233–252

Optional readings

- * Stensöta, Helena Olofsdotter (2010). "The Conditions of Care: Reframing the Debate about Public Sector Ethic". *Public Administration Review* 70(2): 295–303. DOI: <https://doi.org/10.1111/j.1540-6210.2010.02137.x>

Additional Resources

- ☐ American Society of Public Administration (ASPA): ASPA Code of Ethics

✍ All students: Submit two questions & reply to two classmates on the Romzek article in Perusall by 6 pm on Friday. **Study Guide 13**

Weeks 16 & 17 - Study for and take the final exam (November 25 - December 4)

I will post a study guide for the final exam on November 22. The final exam will be available on Folio December 2-4. Once the exam begins you have three hours to complete it. Cheating, using generative AI, or working with a classmate will result in an automatic zero and be reported to the Office of Student Conduct. Please work and study independently. **Final Exam - Dec. 4**

Assessment criteria

Discussion Questions & Participation 25%

Each week that we do not have an in-class meeting, you will be responsible for writing two original comments and responding to two of your classmates' comments. These comments must be submitted through our course [Perusall page](#) - Student Enrollment Code: **JENSEN-FM2N7**.

- Initial Discussion: To begin discussions, all students should write one initial post on the readings assigned for the week and raise at least one question in each post about the topic or readings for class discussion.

- Dialogue: During the same week, you should respond to one of your classmates' posts. Your responses to these questions can emanate from the readings, information from your lived experience, or any other source. Discussions will be graded on volume (i.e., one response per week) as well as substance in content.

Every missing comment or response will result in a 50 percent deduction in your participation grade for that week.

Reading and Quizzes 20%

The required readings typically include one chapter of the textbook per week. When additional readings are assigned, they will be made available electronically in Folio or through the Georgia Southern library system (<https://www.georgiasouthern.edu/library/>). It is important that you stay current with these readings so that you can follow along and participate in discussions. I would strongly recommend you finish the readings before you complete any assignments. During the course of the semester, there will be biweekly quizzes based on previous study guides and assigned readings, so make sure that you are familiar with the key terms of each chapter.

The weeks in which quizzes will take place are listed on the syllabus. Timed quizzes will be administered through Folio. You are expected to complete these quizzes individually. Cheating will result in a zero for the assignment and will be reported to the Dean of Students. **Every member of the class** is responsible for submitting one comment and one response to a classmate related to the designated readings by Friday at 5 pm each week. Your lowest quiz grade will be dropped.

Study Guides & Case Studies 20%

Every week you will be responsible for completing a study guide. The study guides will cover key terms and guiding questions for your readings. These are due at the end of each week and will be graded for completion. In weeks when you do not have a quiz or exam, the study guide will include a case study to which you, as a hypothetical public manager, will be asked to respond. Instructions for each case study will be detailed in the study guide. The more thoroughly you complete your study guide, the more prepared you will be for the weekly quizzes and exams. Your lowest study guide grade will be dropped.

Exams 35%

The exams, covering material from multiple weeks of the semester should be submitted by must be submitted by the due dates indicated on the course calendar. You are expected to complete the exams individually. Cheating will result in a zero for the assignment and will be reported to the Dean of Students.