University of Oregon
Department of Planning, Public Policy and Management

PPPM 633: Public Management
Spring 2016 (CRN 35066)
4 credits

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Office Hours: Tuesdays 12-2 or by appointment

Class Time: Tues. and Thurs. 10-11:20am
Room: Friendly Hall 214

Course Description
This course introduces students to the basic principles, issues and practices involved in the management of public organizations. The course emphasizes the development of both substantive knowledge and practical skills. The course will address public management through three lenses: structure, culture and craft, addressing real-life scenarios and the strategic choices facing leaders in the public sector. The course draws heavily on student participation in discussions of theoretical readings and real-world cases, toward the goal of building student capacity to prevent, diagnose, and remedy managerial challenges in complex organizational, social, economic, and political environments.

Learning Objectives
By the end of this course, students should be able to:
- Articulate the purpose of governmental programs
- Measure and explain the activities and impacts of governmental programs
- Understand reasons behind many administrative failures
- Propose and defend managerial and administrative solutions
- Recognize political trade-offs and opportunities for advocacy
- Write succinct and convincing memos recommending a specific course of action
- Present and explain managerial ideas to an audience
Course Website
The course website is located on the University of Oregon’s Canvas system [https://Canvas.uoregon.edu](https://Canvas.uoregon.edu). The course syllabus, announcements and other materials will be posted on the Canvas site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address. I will use this email address to communicate with you.

Required Reading
There is one required textbook, and one recommended textbook, for this class. Each is available at the Duck Store or from online retailers. In addition to the textbooks, students are required to read articles and cases listed in the course schedule. Each week, students are expected to have read, retained, and considered the readings for that week and to come to class prepared to discuss their content and implications.


- Harvard Business Publishing Coursepack and Simulation:
  - Cases. Students for the class are able to access discounted cases and articles ($3.95 each) by using this link: [https://cb.hbsp.harvard.edu/cbmp/access/47160318](https://cb.hbsp.harvard.edu/cbmp/access/47160318). Note, you will have to register for the site before you will be able to access the coursepack.
  - Simulation: You can access it here: [https://cb.hbsp.harvard.edu/cbmp/access/47160489](https://cb.hbsp.harvard.edu/cbmp/access/47160489). Each student needs to individually purchase this simulation to participate in class.

- Additional readings, usually on Canvas (listed in syllabus as Canvas).

Assignments and Course Grades
The course grade will be based on the following components:

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Class Participation in Discussions</td>
<td>20%</td>
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<tr>
<td>Team Discussion and Memo</td>
<td>25%</td>
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<tr>
<td>Memo Assignment #1</td>
<td>10%</td>
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<tr>
<td>Memo Assignment #2</td>
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<tr>
<td>Final Paper Abstract/Outline</td>
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<td>Final Paper (June 10)</td>
<td>30%</td>
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<tr>
<td>Total</td>
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Grade Distribution

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<td>90-93.99%</td>
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<td>B+</td>
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<td>C-</td>
<td>70-73.99%</td>
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<td>D+</td>
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Class Participation
Although I will not be taking attendance, *per se*, it will be difficult to earn maximum points for class participation unless you are in class, have read that week’s readings, and speak up as appropriate in class and case discussions.

Case Discussion Leadership Teams (Memo and Presentation)
We will discuss seven real-world cases during this course in order to apply the theories to plausible situations that managers and leaders face with both a team memo and presentation. During the first week of the course, you should glance at each week’s topic and case and identify the case or two of most interest to you. A sign-up sheet will be circulated on second day of class.

The students who sign up for each case will be charged with writing a maximum one page memo (as a team) to the class which will be uploaded to the class discussion board on Canvas (under “Assignments”) by 5pm the Monday before your presentation.

The memo:
The students who sign up for each case will be charged with writing a maximum one page memo (as a team) to the class which will be uploaded to the class discussion board on Canvas by 5pm the Wednesday before your presentation. The memo should contain:
- Very brief summary of background information and diagnosis of problem to bring a “close outsider” into the fold, which one team member will explain in class
- Brief strategy recommendation and justification, which another team member will explain in class
- One substantive discussion question for each member of the team, which the writer will introduce to the class for purposes of deepening the case inquiry and discussion
- Use of the course materials and/or outside readings to support your diagnosis or findings
The presentation:
Each team will provide a 30-40 minute presentation on the week’s case in order to draw out themes from the week. Each member of the team should present roughly equally. You may use Powerpoint, Prezi or other visual aids. The presentation should include:
  * A brief summary of the case
  * Applying the course materials, your diagnosis and/or recommendations for the case
  * Discussion questions and/or activities to engage the class in a conversation
  * Appropriate dress (business casual)
  * A lack of “questioning tone”

Memos
You will find instructions for both memos on Canvas. Generally, memos should be approximately 2-3 single-spaced typewritten pages addressing the assignment prompt from the perspective of one of the players in a case study. In other words, using evidence from the readings and outside source material, what would you do as a manager? All memos should be properly cited using either APA (author/date) formatting, or Chicago-style footnotes. You will upload your memos to Canvas. Late assignments will be penalized 5% a day.

Final Paper
The final paper will be a concise 8-10 page strategy paper where you identify challenges and/or opportunities currently facing a public manager in a real-life case or context. More instructions, including paper guidelines and expectations, will be available on Canvas. An outline/abstract of your case and approach will be due the 5th week of class. Your paper will be submitted to Canvas, and late assignments will be penalized 5% per day.

Classroom Environment
For a classroom in which students are comfortable expressing their opinions and perspectives, I ask that students approach the readings and others’ contributions with both an open mind and a willingness to question your own assumptions and biases. Please frame your contributions with the goals of building relationships with your classmates and understanding others and yourself.

Professional Practice
This course is a core course in the Master of Public Administration degree program. As such, students are expected to behave in a professional manner.
  * Students should treat each other and the instructor with the professional courtesy and respect expected in a workplace.
  * I expect all course assignments to be typewritten.
  * All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, grammar, and spelling.
  * The classroom is a place of focused learning. This requires that students arrive on time, stay until the end of the class period, silence any mobile devices, do not disrupt the class by leaving the room temporarily, and refrain from non-learning activities.
Course Workload
A general guideline for the expected workload for a graduate level class is approximately 3-4 hours/week per credit hour. Thus, a four credit course will require approximately 12-16 hours of effort per week. Our class meets for three hours each week, so students should expect to spend an additional 9 to 13 hours per week studying for this course.

Writing Lab
This course is writing intensive. If you would like to improve your writing, I strongly encourage you to use the free services of the Writing Lab in Prince Lucien Campbell Hall. The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. PPPM also has its own writing coach, Terri Monroe, who can be reached at tmonroe@uoregon.edu for an appointment.

Documented Disabilities
Students who have a documented disability and anticipate needing accommodations in this course should make arrangements to see the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

Incomplete Policy
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Plagiarism and Academic Misconduct
You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. For example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Diversity, Inclusion and Respect Statement
It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- respect the dignity and essential worth of all individuals.
- promote a culture of respect throughout the University community.
- respect the privacy, property, and freedom of others.
- reject bigotry, discrimination, violence, or intimidation of any kind.
• practice personal and academic integrity and expect it from others.
• promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

Course content, class discussions, projects and activities, and assignments for this class rest on an assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation to the populations we serve, and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or discrimination, you may report this (anonymously, if desired) to the Bias Response Team at http://bias.uoregon.edu or brt@uoregon.edu

Sexual Violence, Harassment and Survivor Support
The UO is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you (or someone you know) has experienced or experiences gender-based violence (intimate partner violence, attempted to completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UO employees (including Graduate Teaching Fellows) are required reporters. This means that if you tell us about a situation, we may have to report the information to our supervisor or the Office of Affirmative Action and Equal Opportunity. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO’s 24-hour hotline, to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at safe.uoregon.edu.
Course Schedule and Readings
All Readings Should be Read By the First Session of Each Week Unless Otherwise Noted

Week 1 (March 29 & April 31) : Understanding the Management of Public Organizations

A Three-Dimensional Approach to Public Management
- Hill and Lynn, chapters 1-2
- Watch: “The Storm” on Hurricane Katrina by Frontline, a one hour documentary at http://www.pbs.org/wgbh/pages/frontline/storm/view/ Watch this before session 2 of week 1. (please note there are some graphic images and language)

Week 2 (April 5 & 7) : The Structural Dimension I

- Hill and Lynn, chapters 4-5
- Case: “Investigation of the Ferguson Police Department” (2015), US Department of Justice (on Canvas) (Not available for team discussion).

Week 3 (April 12 & 14): The Structural Dimension II

- Hill and Lynn, Chapters 6-7
- Case, Part I: Banking Reform “Money, Power and Wall Street” Frontline video (Part 4 Only) http://www.pbs.org/wgbh/frontline/film/money-power-wall-street/#video-4,

Due: Memo #1 – Culture and Structure (April 21)

Week 3 (April 19 & 21): The Cultural Dimension

- Hill and Lynn, Chapters 8-9
- Kotter, Leading Change. Chapter 10 (HPB Coursepack)
- Case: Ellen Schall and the Department of Juvenile Justice (HPB Coursepack)

Due: Memo #1 – Culture and Structure (April 21)

Week 4 (April 26 & 28): The Craft Dimension

- Hill and Lynn, Chapter 10-11
- CASE: A Prescription for Change: The 2010 Overhaul of the American Health Care System (HPB Coursepack)

Week 5 (May 3 & 5): Managing People

Due: Case outline/abstract for final paper (hard copy in class), Tuesday April 28
• Denhardt, Denhardt and Aritigueta (2013) “Organizational Behavior as a Way of Thinking and Acting” and “Power and Organizational Politics” in Managing Human Behavior in Public and Nonprofit Organizations (chapters 1 and 8) (on Canvas)
• CASE: Merit Pay at the Department of Health (Free, on Canvas) (not available for team discussion)

Week 6 (May 10 & 12): The Political Environment and Policymaking

- Case: Achieving Mental Health Parity (HBP Coursepack)

Week 7 (May 17 & 19): Performance Measurement and Management

- Case: Assertive Policing, Plummeting Crime: The NYPD Takes on Crime in New York City (HPB Coursepack)

Due: Memo #2 – Performance Measurement and Management

Week 9 (May 24 & 26): Customer Service and Serving Diverse Communities

- Case: "Making Work Pay" for Seattle Public Housing Residents: Jobs Plus and the Challenge of Serving Diverse Populations (on Canvas)

Week 10 (May 31 & June 2): Public Management Reform and Leading Change

- Kotter, Leading Change, chapter 2 (HBP Coursepack)
• Simulation: Change Management Simulation: Power and Influence V2 (HBP Coursepack) We are conducting this simulation in class. Please make sure you have purchased the simulation, and bring a laptop or tablet to class to participate.

FINAL PAPER DUE
• Final paper due, uploaded to Canvas by 2:30pm Friday, June 10.