



## Public Management | SPCN V535 | Spring 2024

### Instructor Contact Information

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### Prerequisites

Graduate Standing

### Course Description

This course allows students to develop skills and competencies to become effective managers and leaders in public organizations as well as non-profit and for-profit organizations pursuing the public interest. Grounded in the public management literature, the course draws extensively from organization theory and organizational behavior, leadership, political science, and nonprofit management for insight into the critical role of management and leadership in governance. The pedagogical approach combines readings and lectures with case studies, group assignments, and simulations aimed at applying concepts and theories to develop management and leadership skills. Specific topics covered in the course include the external environment of organizations; the formal structure and design of organizations; power and accountability; strategy and performance; decision making; leadership behavior and situational leadership; motivation and work-related attitudes; organizational change and innovation; representation, diversity, and equity; and interorganizational relations, including collaboration, outsourcing, and crisis management.

### Course Website

You will participate in this course using the [IU Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the “Help” link on the top right of the course page on Canvas. You can access this course directly at:

<https://iu.instructure.com/courses/2126476>

### Learning Outcomes

As a result of this class, students will be able to:

1. Scan and analyze the external environment and assess the values and interests of external stakeholders.
2. Understand, reconcile, and respond to competing values and expectations.
3. Lead through vision, set goals, and formulate strategy.
4. Assess performance of individuals, groups, organizations, and networks.
5. Hold yourself and others accountable for behavior and performance in a democratic context.
6. Manage and lead ethically.
7. Develop and use power, build coalitions, and empower others.
8. Make decisions, overcome the limits of rationality, recognize biases, and employ heuristics.



9. Motivate, reward, and retain employees.
10. Understand different leadership styles and the situations and conditions under which to use them.
11. Lead organizational change, reduce resistance to change, and understand and encourage innovation.
12. Lead diverse groups, leverage representative bureaucracy to improve performance, and champion employment equity.
13. Design and lead collaborative ventures and partnerships to leverage the expertise and capacity of others, including during crises.

## Course Requirements

### Required Text

Rainey, H. G., Fernandez, S., and Malatesta, D. (2021). *Understanding and Managing Public Organizations*. 6<sup>th</sup> Edition. Hoboken: Wiley.

Hard and electronic copies of the text can be purchased from Amazon and other booksellers. An electronic version of the text (<https://proxyiub.uits.iu.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2939400&site=eds-live&scope=site>) can also be accessed from the IU Library when you are properly logged in to your IU account.

Additional Readings as Assigned. See Canvas.

### Technical Requirements

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;

### Technical Support

You may also receive support from

- [University Information Technology Services \(UITS\)](#) (human support)
- [IU Knowledge Base \(IUKB\)](#) (guides)
- [IUware](#) (download free software)

### Class Format

This is a web-based course. Most of our interaction will be via the internet. Our internet exchanges will, for the most part, be asynchronous (that is, not at concurrent times). This characteristic of how the course will be delivered has advantages and disadvantages. Among the advantages are that the format gives you a good deal of flexibility about when you log in and contribute. It also gives you time to prepare thoroughly and reflect about the issues raised in the readings, cases, and exercises. The electronic format for our interchanges also provides an opportunity for everyone to contribute without the constraints of limited time for in-class discussion and differences in verbal skills.



One of the disadvantages of the format is that we will not enjoy the same level of intimacy that can be achieved in a seminar format. Feedback among participants will not be as quick or, perhaps, as rich. My hope, however, is that each of you will carry on your interchanges with me and your peers recognizing the need for care and completeness in your communications and the virtues of good humor. Our communications can (and I hope will) be augmented by phone, Skype/zoom, and other forms of two-way communication if these alternatives seems more appropriate in a given situation.

I also am planning on hosting optional synchronous meetings to discuss the course and readings. The day will vary in order to maximize the opportunities for interaction for individuals with different schedules. They are scheduled for:

January 8, 7:00 PM EST

January 23, 8:00 PM EST

March 20, 8:00 PM EST

They will begin at the appointed time and will last until all questions have been answered. Of course, if you would like to meet with me outside of these times, please let me know. I am anxious to be available to you.

I believe that students learn best by actively participating in the teaching-learning process. Since this is a graduate course, I consider each of you to be experienced professionals in a position to be a valuable resource to each other. You can learn as much from your classmates as you can from me (in fact, the format may magnify the importance of this view). You will be asked to participate in numerous cases, discussions, and exercises.

Most of our interactions will occur in the context of Canvas, a software system that provides a comprehensive set of tools for the creation, management, and viewing of sophisticated world wide web-based teaching and learning environments.

## **Descriptions of Course Activities and Assignments**

### **Class Participation**

You must participate actively and constructively in class discussions. In this format, this primarily means contributing regularly to the discussion boards. You are expected to contribute in both quantity and quality. There is a document posted on Canvas that outlines the expectations for weekly discussion board participation. In order to do this effectively, you will need to have read the assigned readings prior to the start of the week and demonstrated your comprehension of them. In particular, I look for indications that you relate particular readings or topics to material previously discussed or otherwise covered in the course, to issues and concepts you have encountered in other courses, and/or to your own personal experiences. You will also be asked to lead the discussion board one week and to introduce yourself on the discussion board during the first week. Further instructions are also posted on canvas, but you can sign up to be discussion leader at the following link:



### Written Case Analysis

The written case analyses will assess a specific situation and identify the public management issues raised by the case study. Analysis means that you draw out pertinent issues from the case. It does not mean you rehash the facts of the case. It certainly may be necessary to use the facts of the case to illustrate or support your analysis, but your written report should assume that the reader of the report is familiar with the case. The case analysis report is an opportunity to apply your knowledge of public management to the specific situation. **These cases should be used to integrate all content covered in the class up to the due date.**

There are three case analyses that require a written paper:

1. "The Columbia Disaster" due on Sunday, **February 4th**
2. "Nothing to Worry About" due on Sunday, **March 3rd**
3. "Meeting for a Need: Jerry Abramson and Citywork in Louisville, Kentucky," due on Sunday, **April 14th**

### Leading a Case Discussion

You will be required to lead discussion of one case during the semester. Sign up for the case discussion you wish to lead. Cases will be allocated on a first-come, first-served basis. It is likely that many of you will be paired with another student(s) in leading the discussion. Do not sign up to share discussion leadership responsibility for a case, however, until at least one person has opted for each of the assigned cases. You can sign up at: [Group Leader Sign Up](#).

Leading a case discussion will consist of several tasks. The first is to create the questions that will be posted to the forum to initiate discussion of the case. *Please send 8-10 questions to me by noon prior to the week that you will be leading the discussion. See the document in week 1 on canvas for further detail on writing and submitting questions* You will also have responsibility for offering input during the week to stimulate a constructive and energetic discussion about the issues raised by the case. This task will be much like what you do each week in the case discussions, but you will have the extra responsibility to keep the discussion on track, connect disparate contributions, and provide perspective for your peers. *Another task is to provide a concluding post at the end of the week that offers conclusions regarding the case and the reading(s) that precedes it, and how knowledge from the case contributes to our skills as public managers.* This is due before the discussion board closes on Sunday. Your grade will be determined by the extent to which your questions and leadership result in a robust discussion of the readings and issues for the week and your concluding post helps synthesize the discussion.

### Book Briefing

One of your tasks during the semester is for you to read and brief your peers about one of the books from the Public Manager's Bookshelf (see the end of the syllabus). A discussion forum will be established on which you can post your briefings about the book. You should sign up for the book you wish to read in the [book sign-up](#). Books will be allocated on a first-come, first-served basis; only one student per book. **This assignment is due March 17th.**

As you read the book you choose, consider how it relates to your experience and to the readings,



cases, and discussions you have encountered in this course. When you post about the book, look at it through the lens of your area of expertise as this will make your experience more useful and authentic. How might the information in the book change the way you approach your work? Does the book ring true based on your experience? How does the author's outlook align (or not) with other readings in the course?

As you read the book you have chosen, contribute at least 3 or 4 posts along the way. You should not wait until the last couple of weeks to post these. This will help you gather your thoughts and share questions and impressions with your classmates as you are reading. Help your classmates by reading and commenting on their preliminary posts. You can sharpen each other's focus, suggest other viewpoints, clarify information, and bring a community's worth of insight into each other's understanding. You should then share a final analytic posts that provides your overall analysis and implications.

### Final Exam

A final project needs to be completed by **May 1st**. Drawing broadly from the topics of this class, what advice would you offer managers to improve performance. This can be a bulleted list of advice, but be sure to develop each bullet so as to be clear about the reason for the recommendation and the expected outcome. Do not feel constrained by the actual state policies rather seek to implement the policies that you think are best given the characteristics of the agency. This is not a paper, but a handbook and should be formatted as such.

### Overview of the Assignment Grades

The table below provides an overview of how much each assignment is worth and when it is due.

Course Assessments	Percentage of Grade	Due Dates
Written Case Analysis	30% (10% each)	
Management Handbook	10%	
Participation	60%	
Managers Bookshelf	10%	
Discussion Forum	40%	Weekly
Discussion Leader	10%	Varies



## Grading Scale

Grade	% Range
A	93-100
A-	90-92
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	<60%

## University Policies

### Accommodations

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>.

### Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>.

### Intellectual Dishonesty

All work should be your original product, unless explicitly noted otherwise. Any materials you reference or take from others should be properly cited. Cheating, plagiarism, or fabrication in any form will not be tolerated, regardless of any justification. For more detailed information see the [Student Responsibilities section of the Code of Student Rights, Responsibilities, and Conduct](#). Academic misconduct will not be tolerated. The minimum consequence is failing the assignment. In a case of more serious offense, a student may fail the course. **Students should NOT present work from other courses in this class (i.e., using pieces of previous papers you have done is considered plagiarism).** I may use the services of Turnitin.com to check for originality of your written work.

### Title IX Sexual Misconduct

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.



If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

- i. The Sexual Assault Crisis Service (SACS) at 812-855-8900
- ii. Counseling and Psychological Services (CAPS) at 812-855-5711
- iii. Confidential Victim Advocates (CVA) at 812-856-2469
- iv. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

### **Code of Student Rights, Responsibilities, and Conduct**

Students are expected to adhere to the Code of Student Rights, Responsibilities, and Conduct at all times. Any inappropriate behavior, disruptive conduct (e.g., engaging in hostile or disrespectful commentary on the site, or discussing irrelevant evidence) or non-compliance with faculty directions can result in a charge of Academic and/or Personal Misconduct, the consequence of which could be a variety of sanctions either from the instructor or the Dean of Students. For more information see [The Code of Student Rights, Responsibilities, and Conduct](#).

### **Note Selling:**

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor's notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

### **Online Course Materials:**

The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.





## Course Expectations

### Classroom Civility

Although this course is offered in a distance learning format, it does not alter our basic responsibilities to one another. It is your responsibility to do the following:

- Be prepared to contribute each week to the online discussions
- Complete assignments on time
- Participate in class discussion
- Inform me of any problem or situation that may be interfering with your learning or performance in the course
- Provide feedback on the strengths and weaknesses of the course in a professional manner

It is my responsibility to do the following:

- Provide activities designed to accomplish course objectives
- Assist in providing an atmosphere conducive to learning
- Grade and return assignments in a timely fashion and appraise students of their progress on a regular basis
- Respond to student concerns

### Participation

*You should be logging onto Canvas at least three times a week to view assignments, presentations, contribute to discussions, post questions, read posting of others, etc. Activities and assignments will be posted in advance providing ample time for completion. Please plan your schedules accordingly.*

### Late Work

All assignments are due by the end of the day (U.S. Central time zone) on the date that the assignment is due. Late work will be downgraded one full letter grade for each day it is late. I will consider making individual exceptions to this policy, but only if an exception is requested in advance and is legitimate.

### Plagiarism

Honesty requires that any ideas or materials taken from another source for either written or oral use must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

(Faculty Council, May 2, 1961; University Faculty Council, March 11, 1975; Board of Trustees, July 11, 1975) Source comes from [IU's Policies site](#).

According to the [Indiana University Code of Student Rights, Responsibilities, and Conduct \(2010\)](#), a student must give credit to the originality of others and acknowledge indebtedness whenever:





1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgement.

### Right of Revision

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

### Course Weekly Schedule

Dates	Topic	Readings	Assignments
January 8-14	Introduction to Management and Leadership	Syllabus FAQs About Online Participation along with advice for discussion boards and group leading Rainey, Chapter 1, "The Challenge of Effective Public Organization and Management" Rainey, Chapter 2, "Understanding the Study of Organizations: A Historical Review" Kettl, "What is Public Administration?"	Students will make a short post to Introductions Discussion Forum with information about their professional and personal story. Students will select and sign up for a book from the Public Manager's Bookshelf. Students will select and sign up for a case for which they propose to lead the discussion when the case is scheduled on the syllabus. Case Study Discussion: The Administrative State: Enforcement of Speeding Laws and Police Discretion.
January 15-21	External Environment	Rainey, Chapter 3, What Makes Public Organizations Distinctive Rainey, Chapter 4, Analyzing the Environment of Public Organizations Meier and Bohte Bureaucratic Power and Its Causes.	Case Study Discussion: Grandtown's New Public Library; Students should consider making a preliminary blog post about the book they have chosen from the Public Manager's Bookshelf.
January 22-28	Power and Accountability	Rainey, Chapter 5, The Impact of Political Power and Public Policy Norton Long, "Power and Administration" Khademian and Sharif - Developing Effective Relationships with Legislators - Handbook 9 Watch Columbia Videos	Case Study Discussion: The Columbia Accident. Students are requested to reflect, comment and exchange perspectives in response to the questions.; Students should consider making a preliminary blog post about the book they have chosen from the Public Manager's Bookshelf. Respond to some classmates Bookshelf postings



January 29-February 4	Interorganizational Relations	Scott and Thomas Unpacking the Collaborative Toolbox Agranoff, "Leveraging Networks: A Guide for Public Managers Working Across Organizations" Rainey, Chapter 14, Advancing Public Management through Collaboration	Written Case Analysis : The Columbia Accident. Students will prepare a memo in response to the questions in the assignment under the Assignment tab. Turn in you memo to the written case analysis #1 assignment via the Assignment tab in Canvas by February 4 at 11:59 PM. Case Study Discussion: Tech Valley Civic Forum. Students are requested to reflect, comment and exchange perspectives in response to the questions.; Written Case Analysis due next week Students should consider making a preliminary blog post about the book they have chosen from the Public Manager's Bookshelf. Respond to some classmates Bookshelf postings
February 5-11	Organizational Structure and Design	Rainey, Chapter 8, Organizational Structure, Design, Technology, and Information Technology Jones, Chapter 4 and 6, Organizational Theory and Design	Case Study Discussion: Bread for the World. Students are requested to reflect, comment and exchange perspectives in response to the questions.;
February 12-18	Strategy Goals and Performance	Rainey, Chapter 6, Organizational Goals and Effectiveness Behn, "Why Measure Performance? Different Purposes Require Different Measures Hatry "Performance Management: Fashion and Fallacies Rainey, Chapter 7, Formulating and Achieving Purpose: Power, Strategy, and Decision Making Bryson and Roering, "Strategic Planning Options for the Public Sector"	Case Study Discussion: State-Stat: Performance Management in Maryland State Government. Students are asked to reflect, comment and exchange perspectives in response to the questions. ; Students should consider making a preliminary blog post about the book they have chosen from the Public Manager's Bookshelf. Respond to some classmates Bookshelf postings



February 19-25	Decision Making	Review the Discision Making Section of Rainey 7 Eoyang and Spencer, "Designing Effective Programs" Lindblom, "The Science of Muddling Through" Chapter 8 moved Robbins and Judge, Chapter 5 Perception and Individual Decision Making	Case Study Discussion: Nothing to Worry About. Students should consider making a preliminary blog post about the book they have chosen from the Public Manager's Bookshelf. Respond to some classmates Bookshelf postings
February 26-March 3	Organizational Demography: Representation, Diversity and Equity	Sowa and Selden "Administrative Discretion and Active Representation: An Expansion of the Theory of Representative Bureaucracy." Frederickson "Public Administration and Social Equity" Pitts "Implementation of diversity management programs in public organizations: Lessons from policy implementation research"	Case Study Discussion: Advancing Racial Equity in Minneapolis Park System. Students are requested to reflect, comment and exchange perspectives in response to the questions.; Written Case Analysis : Nothing to Worry About. Students will prepare a memo in response to the questions in the assignment under the Assignment tab. Turn in you memo to the written case analysis #2 assignment via the Assignment tab in Canvas by March 3 at 11:59 PM.
March 4-10	Managing and Leading Ethically	Waldo, "Public Administration Ethics: A Prologue to a Preface" Henry, "Toward a Bureaucratic Ethic" Ireni-Saban Understanding the Obligation of Codes of Ethics - Handbook 33	Case Study Discussion: The Blast in Centralia No. 5: A Mine Disaster No One Stopped. Students are requested to reflect, comment and exchange perspectives in response to the questions.;
March 11-17	No Case for Spring Break		Managers Bookshelf due March 17 at 11:59 PM
March 18-24	Groups and Teams	Rainey, Chapter 12, Teamwork: Understanding Communication and Conflict in and Among Groups Levi, "Understanding the Basic Team Processes"	Discussion: Meeting a Need--Jerry Abramson and Citywork in Louisville, Kentucky. Students are asked to reflect, comment, and exchange perspectives in response to the questions.



March 25-31	Motivation and work-Related Attitudes	Rainey, Chapter 9, Understanding People in Public Organizations: Values and Motives Rainey, Chapter 10, Understanding People in Public Organizations: Theories of Work Motivation and Work-Related Attitudes Perry, Mesch, and Paarlberg, "Motivating Employees in a New Governance Era: The Performance Paradigm Revisited" Llorens Compensation Public Sector Employees - Handbook 26	Case Study Discussion: The Case of Joe the Jerk (or, the Very Capable Jerk). Students are asked to reflect, comment, and exchange perspectives in response to the questions.
April 1-7	Leadership Behavior and Situational Leader	Rainey, Chapter 11, Leadership, Managerial Roles, and Organizational Culture Video: Franken, E., & Plimmer, G. (2019). Mediocre and harmful public sector leadership. International Journal of Public Leadership. Preview the document	Case Study Discussion: Who Brought Bernadine Healy Down? Students are asked to reflect, comment, and exchange perspectives in response to the questions.
April 8-14	Conflict Resolution	Bingham, "Negotiating for the Public Good" or Blomgren Amsler Negotiation for Public Good Handbook 28; Negotiation Videos on Canvas.	Written Case Analysis :Meeting the Need will prepare a memo in response to the questions in the assignment under the Assignment tab. Turn in you memo to the written case analysis #3 assignment via the Assignment tab in Canvas by April 14 at 11:59 PM; There will be no discussion board this week to give you a chance to catch your breath and finish up the written case.
April 15-21	Leading Change	Rainey, Chapter 13, Managing Organizational Change and Development Fernandez and Rainey, "Managing Successful Organizational Change in the Public Sector" de Vries and Balazs, "Transforming the Mind-Set of the Organization: A Clinical Perspective"	Case Study Discussion: Changing a Hospital's Culture. Students are asked to reflect, comment, and exchange perspectives in response to the questions;



April 22-28	Creativity and Innovation	Denhardt, Denhardt, and Aristigueta, "Fostering Creativity" <a href="https://link.springer.com/chapter/10.1007/978-981-10-0983-9_102#citeas">https://link.springer.com/chapter/10.1007/978-981-10-0983-9_102#citeas</a>	Discussion leaders should write general questions based on the readings.
April 29-May 2	Final Exams		Managers Handbook due May 1 at 11:59 PM.