PAD 6136-01: Seminar in Management Studies
Spring 2012
Tuesdays, 5:30 – 8:15 pm, BEL 632 (The Conference Room)

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COURSE DESCRIPTION:

Public management is complex and requires a sophisticated appreciation for the interconnections that sustain it. The jurisdictional, political, economic, and legal contexts shape its contours and constrain its actions. Everything that government does must first pass through a sieve that blends connections between levels and branches of government, partisan politics with substantive mission, economic efficiency with constitutional constraints, and tacit agreements between business, government, and nonprofit enterprises about their mutual intersections and boundaries. This course provides an in-depth analysis of public management in this context.

As a field of study that draws upon so many sources, covering public management scholarship in a comprehensive manner can be daunting. Fortunately, with other classes in the curriculum you are/will be exposed to different areas of public administration studies. We will focus on the recent public management movement.

OBJECTIVES:

For Doctoral Students:
1. Introduce you to some of the best scholarship on public management and inculcate a sense of critical appreciation.
2. Help you develop a creative research agenda
3. Provide you with a rich “insider” perspective and experiences on scholarly research
4. Assist you in developing and honing the abilities and skills needed to be a successful researcher

For MPA students:
1. Introduce you to some of the best scholarship on public management and inculcate a sense of critical appreciation.
2. Help you develop knowledge about the popular public management reforms
3. Understand the constraints and challenges faced by public managers

REQUIRED TEXTS:


**Other Readings**
A number of research articles and book chapters will be used. Some of the material will be made available by the instructor on the course website; you will be responsible for obtaining others from the library.

**COURSE POLICIES**

**Academic Honesty**

Borrowing and building upon others’ ideas is acceptable, but presenting those ideas as your own without acknowledging it is not. It is common that doctoral students are held to higher standards on plagiarism and academic misconduct (e.g. even using a sentence from someone else’s work without due attribution can be grounds for an F in the course) – this may sound unfair but it is to prepare you for a successful and long scholarly career. All written work should have a bibliography using a standard format (APA style preferred).

You are expected to uphold the Academic Honor Code published in the *Florida State University Bulletin* and the *Student Handbook*. The FSU Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (http://dof.fsu.edu/honorpolicy.htm). Violations of these rules in any assignment may be subject to a minimum penalty of failing grade for the assignment and could result in a grade of “F” for the course. I will clarify any of these items you do not understand.

**Accommodations for Students with Disabilities**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center (SDRC); and, (2) bring a letter from the SDRC to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/
COURSE REQUIREMENTS

1. Readings, Concept Map, Questions/critiques, and Participation (Doctoral students: 30% of the grade; MPA students: 50% of the grades)

This part of the grade will be determined by the quality and depth of your contribution to class discussion. In order to contribute to the class, one has to read the materials, prepare a concept map, think of some discussion questions, and participate in the discussions actively.

- Readings:
  a. Readings are classified as required, suggested, or optional. MPA students read the required ones (marked with R). Doctoral students are expected to read the suggested ones as well (marked with S), but not necessarily the optional ones (marked with O).
  b. This is a seminar, which means the class meetings will focus primarily on discussion rather than lecture, so come prepared to engage in informed discussions of assigned readings and to contemplate the implications of the arguments. Complete the readings and then review them by evaluating theory in light of practice, research in light of theory, and practice in light of theory and research.

- Concept Map
  a. Prepare a concept map of the readings to be shared with the class. Don’t know what a concept map is? See http://en.wikipedia.org/wiki/Concept_map or http://cmap.ihmc.us/publications/researchpapers/theorycmaps/theoryunderlyingconceptmaps.htm. There is also a free software: http://freemind.sourceforge.net/wiki/index.php/Main_Page; But PowerPoint is sufficient for this purpose.
  b. Email an attachment to the instructor by 8:00am Tuesday.

- Questions and Critiques
  a. In one Microsoft Word file: (1) Prepare three discussion questions that would interest or help you the most; (2) Develop a list of critiques (identify the strengths and weaknesses) for at least 3 readings (think about the Logic of Inquiry class and evaluate the research question, theory development, methodology, analysis, discussion, writing, and/or argument). A book chapter (instead of a book) is counted as one reading. (For MPA students: critique on only 1 reading).
  b. Email an attachment to the instructor by 8:00am Tuesday.

- Participation:
  a. Although you may miss as many classes as you wish, your participation grade will suffer with each absence.
  b. Participation will be evaluated with 3 levels: 2 = contributes to the discussion by incorporating points in the assigned readings and provides thoughtful comments for each class; 1 = fails to demonstrate familiarity with readings or to substantively contribute to the discussion; 0 = absent and no contribution to the discussion at all.

2. Weekly After-Class Analysis (doctoral students: 20% of the grade; not required for MPA students)

After each class, prepare a 400 (minimum) word analysis of the class discussion.

- The analysis should not be a mere summary of the materials; rather, it should focus on things coming out of the discussion and interest you the most, such as:
  a. the metaphor/story/current events used or discussed
  b. the linkages among the current materials
  c. the linkages between current materials and those of a previous week or other courses
d. the criticisms or critique of the methods and research design of one or more of the readings

e. unresolved issues or future research questions

f. the implications of one or more of the readings for practice or theory or research

- Use bullets and numbering when necessary to make the analysis simpler.
- The best time to do this is right after the class (Tuesday night or Wednesday morning), not the beginning of next class. You will find out how valuable it is to spend half an hour reflecting and writing on the discussions.
- The analysis should be emailed to the instructor by 8:00am the next Tuesday.
- My evaluation and comments will focus on both the substance and writing.

3. Peer Review Exercise (Doctoral students: 10% of the grade; Not required for MPA students)

In preparation for this exercise, you will be given privileged access to the instructor’s peer review file and also be asked to do some background research on good reviewing practices. You will be assigned a manuscript to review and provided extensive feedback on your reviews. (Sample review guides are on the blackboard website.)

4. Final Paper (Doctoral students: 40% of the grade; MPA students: 50% of the grade)

For the final paper, you have four options:

1) Work on a publishable manuscript using extant data;
2) Work on a publishable theoretical manuscript; or
3) Work with the instructor and other students on one of two literature review projects—one is on citizen participation and the other is on evidence-based management.
4) Work on a research proposal.

Regardless of the option you take, you have to write a one-page proposal, meet with the instructor and get your topic approved before March 20. But if you can, you should start this process as early as possible.

No length requirement, it is normally expected to be about 18 double-spaced pages, excluding the references and tables.

I would recommend option 1, 2, or 3 if you have a generally clear idea about the kind of research you want to do in the next few years. For option 1, I will make available several datasets; we should have access to most ICMA datasets; and you can also use other datasets. However, the four options are equally valued.

Remember that the paper should contain an analytical or critical component – they MUST be more than simple descriptive summaries of the readings. For example, identify inconsistencies between theory, research, and practice that deserve further thought. Contemplate variables that are missing from models. Consider challenges for practice that can be addressed through theory and research. Suggest research that would probe or advance the author(s) argument(s). Discuss whether a management technique described at one level of government might be applied at another level. Most important is this question: How does this work contribute to our understanding of public management? Use these assignments to capture YOUR creative ideas that are triggered by the ideas put forth in the readings. Ideally, each Management Paper could be the seed for a research project.

In addition to turning in a hardcopy, you will make a short, oral presentation summarizing your paper.
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<td>What is Public Management</td>
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<td>Environment, Bureaucratic Politics, and Public Management</td>
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<td>Citizen Participation and Public Management</td>
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<td>Week 9</td>
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<td>ASPA conference and Spring Break; No class.</td>
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<tr>
<td>Week 10</td>
<td>(March 13)</td>
<td>Contracting Management and Performance</td>
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<td>Week 11</td>
<td>(March 20)</td>
<td>Collaborative Management</td>
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<td>* Final paper details discussed/approved before this class (the earlier, the better)</td>
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<td>Week 12</td>
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<td>Red Tape and Green Tape</td>
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<td>Week 15</td>
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<td>Class Presentations</td>
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<td>* Oral presentation on the final paper. If not enough time, presentations will continue on Thursday April 19 from 5:30pm to 8:00pm.</td>
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<td>Week 16</td>
<td>(April 24)</td>
<td>Final Exam Week: Paper polishing and submission</td>
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<td>* * Final Paper due 11:50pm, April 24.</td>
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**READINGS**

**Note 1:**
PAR: Public Administration Review; JPART: Journal of Public Administration Research & Theory
PAQ: Public Administration Quarterly ARPA: American Review of Public Administration
AJPS: American Journal of Political Science AMR: Academy of Management Review
AMJ: Academy of Management Journal IRAS: International Review of Administrative Science

**Note 2:**
- O Optional reading
- S Suggested reading
- R Required reading

**Week 1 (January 10)  Introduction and Review of Syllabus**

**Read:**

**Week 2 (January 17)  What is “Public” “Management”**

Objective: After taking this class students should be able to (1) know the relationship between public management and public administration; (2) understand why public management as a new movement emerged; (3) know the contents of recent “global” public management reforms. (4) know the major differences, if any, between public and private organizations;

**Read:**


A different view?


**Week 3 (January 24) Environment, Bureaucratic Politics, and Public Management**

Objective: After taking this class students should be able to (1) know the common environment variables of public management; (2) the limitations of the traditional principal-agent model; (3) the multiple actor model of bureaucratic politics; (4) how bureaucratic politics affects public management and vice versa.

**Read:**


**Week 4 (January 31) Administrative Discretion**

Objective: After taking this class students should be able to (1) reason on how much discretion managers should have; (2) know why discretion is important for performance; (3) know antecedents of discretion.

**Read:**

The context and the complexity:


The importance of discretion:


The antecedents of discretion:


Correlates


Other:


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**Week 5 (February 7) Social Equity and Public Management**

Objective: After taking this class students should be able to (1) understand the importance of equity in public management; (2) know the meaning of equity; (3) know how social equity relates to various aspects of public management; (4) develop some future research questions in this area.

Read:


O ______. 2006. Redistributive Policy and Devolution: Is State Administration a Road Block (Grant) to Equitable Access to Federal Funds?. *JPART* 16:613–632.
Week 6 (February 14) Public Management and Ethics
Objective: After taking this class students should be able to (1) understand public management from an ethics perspective; (2) know the management of ethics in public organizations; (3) know some empirical ways of studying ethics in public organizations.

Read:
O Donald Menzel. 2007. Ethics Management for Public Administrators. M. E. Sharpe. (Recommended, not required)

Week 7 (February 21) Evidence-Based Management
Objective: After taking this class students should be able to (1) understand the meaning and emergency of evidence-based management; (2) understand its implications for PA research and practice; (3) apply the idea into a policy or management area.

Read:
S Carolyn J. Heinrich. 2007. Evidence-Based Policy and Performance Management. ARPA.
O Rebecca A. Maynard. 2006. Evidence-Based Decision Making: What Will It Take for the Decision Makers to Care? JPAM.
O Denise Rousseau. 2006. Is There Such a Thing as “Evidence based Management?” AMR 31(2).
O David Guest. 2007. Don’t Shoot the Messenger: A Wake-up Call for Academics. AMJ 50(5).
O The exchange between Smith and Radin. 2009. JPAM.
Week 8 (February 28)  Citizen Participation and Public Management
Objective: After taking this class students should be able to (1) understand the importance of citizen participation; (2) know the common types of participation; (3) know the practical challenges; (3) understand the factors that affect participation outcomes.

Read:

Week 9 (March 6)  ASPA conference and Spring Break.

Week 10 (March 13)  Contracting Management and Performance
Objective: After taking this class students should be able to (1) understand the complexity of contract management; (2) understand the transaction-cost arguments about contracting; (3) know the factors leading to successful contracting.

Read:
S Yang, K. and Gary Van Landingham. 2011. How Hollow Can We Go? ARPA.
Week 11 (March 20) Collaborative management
Objective: After taking this class students should be able to (1) understand the concept of network and collaborative management; (2) know the process of collaboration; (3) know the factors leading to successful collaboration; (4) know managerial skills necessary for collaboration.

Read:

Week 12 (March 27) Red Tape and Green Tape
Objective: After taking this class students should be able to (1) know the complexities about red tape; (2) know the consequence of red tape; (3) know how to improve the studies of red tape and green tape.

Read:
Week 13 (April 3)  Organizational Goal Ambiguity

Objective: After taking this class students should be able to (1) know why goal ambiguity is important for public management; (2) know different ways of measuring goal ambiguity; (3) know consequences of goal ambiguity; (4) know how to reduce goal ambiguity.

Read:


Week 14 (April 10)  
**Motivation and Public Service Motivation**

Objective: After taking this class students should be able to (1) know the construct of public service motivation; (2) the antecedents and consequence of PSM; (3) the potential criticisms of PSM; and (4) the link between PSM and public management reforms.

**Read:**


For some related work:

