PPPA 8174 Public Management
Trachtenberg School of Public Policy & Public Administration (TSPPPA)
MON 6:10 to 8:00 PM, ROME 206

Instructor:
Sanjay K. Pandey, PhD
Shapiro Professor of Public Policy and Public Administration

Contact Details:
Office Location: 601R, MPA Building, 805 21st Street NW
Phone: 202-994-1084
Office hours: Mon 5-6 PM (also Mon & Wed by appt.); Students always welcome

Course Description & Learning Outcomes:

The public management doctoral seminar covers public organization theory and behavior. Organizations and management are central not only to administration but to other areas of inquiry in public policy and public administration.

There are numerous disciplinary and multi-/inter-disciplinary approaches to the study of organizations. Three approaches that you will hear about a lot are: Organization Behavior, Organization Theory, and Public Management. Organization behavior has its roots in Industrial and Organizational Psychology and primarily seeks to understand individual and small team behavior in organizational settings. Organization Theory has its roots in sociology and typically focuses on larger units of analysis than individuals and/or small teams.

The public management tradition on the study of organizations came into its own in the 1980s and 1990s. The public management tradition is eclectic and inclusive, drawing upon organization theory and behavior as well as public policy and public administration to advance knowledge of public organizations and management. One indicator of influence of this tradition is that Journal of Public Administration Research and Theory (J-PART) -- sponsored by Public Management Research Association (PMRA), the society dedicated to advancing public management knowledge -- has become the leading journal in public policy and public administration.

Given the fact that the study of public organizations -- as a field of inquiry -- draws upon so many sources, comprehensive coverage is impossible in a single course. So, my goal is not to be
comprehensive in coverage. This seminar, however, aims to introduce you to key traditions of inquiry and some of the most vibrant and intriguing themes in the study of public organizations.

The learning outcomes for the seminar pertain to both substantive matters in public management and the art and craft of conducting scholarly research. Specifically, this course has the following learning outcomes:

1. Develop a sense of critical importance for some of the best scholarship in the study of public organizations and management
2. Obtain a rich “insider” perspective on scholarly research enterprise
3. Develop and hone the abilities and skills needed to be a successful scholar

Readings:

A variety of readings, mostly articles from peer-reviewed journals, will be used. The instructor will make some of the readings available; you will be responsible for obtaining the rest. A list of readings is provided in the syllabus.

Additionally, you are strongly encouraged to obtain a copy of and read the following book carefully.


Course Requirements:

1) Readings and Participation (25% of the grade)

Your success as a scholar is determined partly by the breadth and depth of your reading. For some of the sessions, specific readings will be assigned and for others a discussion leader will be designated. You should go beyond the assigned readings if it helps you further your understanding. Every time you discuss readings in class, you are expected to prepare a report to share with others – this report should cite sources in APA format, summarize key arguments and discuss future directions. Your report should consider using tables or other diagrammatic representations. If you use language from the assigned reading in your report, I expect you to put this language within quotation marks and note the page number(s).
Your grade on this part of the course will be based on your performance in the following roles:
   a) Discussion leader
   b) Discussion participant
   c) Presentations on “art and craft” aspects of scholarship (A&C)
   d) Other assigned analysis and presentations

2) Peer Review Exercise (10% of the grade)

It is important for a scholar to be familiar with the peer review process. In addition to doing a review on which you will receive feedback, guidelines about good reviewing practices will be shared. We will also discuss how one can successfully engage the peer review process as an author.

3) Bibliography Project – “Connecting the classic with contemporary” (25%)

This project will be discussed in greater detail in class. In consultation with the instructor, self-managing teams will come up with and execute a work-plan for this project.

4) Research Paper (40% of the grade)

There is no length requirement for the final paper – ideally; however, your paper will be between 15 to 20 double-spaced pages, excluding the bibliography. Your goal is to write a final paper that has the following key components (you are encouraged to seek instructor feedback):

   a. Clear and compelling introduction
   b. A theory section with
      i. 3-4 hypotheses that are well argued and supported
      ii. Thoughtful consideration of alternative explanations
   c. Conclusion that engages the value of testing the hypotheses laid out in the theory section and likely future directions
Research Paper FAQ:

1. Can I do an alternate assignment such as writing an empirical paper (using data that I can submit post-haste for publication purposes)?

   Although I encourage you to think of and plan for publication opportunities, the answer is no. Remember, the purpose of this paper is to engage and overcome the challenges of scholarly writing. That said, if you feel strongly about developing a paper for publication as part of this exercise, I am open to discussing this with you further.

2. Will you tell me about the publication prospects of further developing the research paper I write for the course?

   Yes, I will be happy to give you my advice.

3. Will you help me develop it by being a co-author after the semester is over?

   I am committed to your scholarly growth. You may have written a paper that is pretty close to publishable – in that case, I will not want to be a co-author but will give you my advice on how to get published and also be a “sounding board” as you engage the publication process. If you have written a paper that comports with my interests (and if my time commitments allow), we can explore how the possibility of co-authorship can help you.

4. What is the secret of writing a great research paper?

   Reading, planning, reflection, writing, being responsive to “specific and non-specific feedback”, rewriting, rewriting and rewriting!
Course Calendar*
* Subject to change

Week 1 (Jan 12) Introduction & Overview
  • Check Reviewing Guidelines at http://www.aom.pace.edu/amr/reviewer_guidelines.html

  *Jan 19 MLK Day Holiday

Week 2 (Jan 26) On Theory
  • Practice Review Assigned

Week 3 (Feb 2) On Craft Aspects of Research and Perspectives on Public Management
  • Review Due
  • A&C

Week 4 (Feb 9) What is Public?
  • Bibliography Project Workshop #1
  • A&C

  *Feb 16 President’s Day (no classes)

Week 5 (Feb 23) Publicness Theory
  * Review of Experiment #1

Week 6 (Mar 2) Nonprofit Organizations
  • Bibliography Project Workshop #2
  • A&C

  **********March 9-14; Spring Break **********

Week 7 (Mar 16) Social Enterprise / Social Innovation / Co-production
  • A&C

Week 8 (Mar 23) Entrepreneurial Orientation
• Draft Research Paper may be submitted for feedback

Week 9 (Mar 30) Organizational Goals and Mission

Week 10 (Apr 6) Organizational Structure - Red Tape and Administrative Burden

Week 11 (April 13) Motivation -1

Week 12 (Apr 20) Motivation -2

Week 13 (Apr 27) Public Value & Social Value
  • Bibliography Project Workshop Presentations

Week 14 (Apr 29*) Final Paper (submission of Final Paper and powerpoint presentation)
  *Wed April 29 is designated Monday

Readings for Seminar in Public Management*
  (*subject to change -- changes to be communicated in class)

Strongly Recommended:

**On Theory:**


**On Craft Aspects of Research and Perspectives on Public Management:**


**What is Public?**


**Publicness Theory**


**Nonprofit Organizations:**


Social Enterprise / Social Innovation / Co-production:


Entrepreneurial Orientation:


Organizational Goals and Mission


Organizational Structure -- Bureaucratic Red Tape and Administrative Burden


Motivation-1


**Motivation -2**


**Public Value and Social Value**

Austin, James, Howard Stevenson, and Jane Wei-Skillern. 2006. Social and commercial entrepreneurship: same, different, or both?" Entrepreneurship theory and practice 30(1):1-22


Policies in The Trachtenberg School Courses

1. **Incomplete**: A student must consult with the instructor to obtain a grade of I (incomplete) no later than the last day of classes in a semester. At that time, the student and instructor will both sign the CCAS contract for incompleteds and submit a copy to the School Director. Please consult the TSPPPA Student Handbook or visit our website for the complete CCAS policy on incompletes.

2. **Submission of Written Work Products Outside of the Classroom**: It is the responsibility of the student to ensure that an instructor receives each written assignment. Students can submit written work electronically only with the express permission of the instructor.

3. **Submission of Written Work Products after Due Date: Policy on Late Work**: All work must be turned in by the assigned due date in order to receive full credit for that assignment, unless an exception is expressly made by the instructor.

4. **Academic Honesty**: Please consult the “policies” section of the GW student handbook for the university code of academic integrity. Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.” All examinations, papers, and other graded work products and assignments are to be completed in conformance with the George Washington University Code of Academic Integrity. See the GW Academic Integrity Code (http://www.gwu.edu/~integrity).

5. **Changing Grades After Completion of Course**: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

6. **The Syllabus**: This syllabus is a guide to the course for the student. Sound educational practice requires flexibility and the instructor may therefore, at her/his discretion, change content and requirements during the semester. Excused absences will be given for absences due to religious holidays as per the university schedule, but please advise the instructor ahead of time.

7. **Accommodation for Students with Disabilities**: Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office at 202-994-8250 in Rome Hall, Suite 102, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: http://gwired.gwu.edu/dss/