



QUALITY AND PRODUCTIVITY IMPROVEMENT IN GOVERNMENT

PA 5323
Summer 2008

Instructor: Dr. Wendy L. Hassett, Clinical Associate Professor

E-mail: via the mail icon on our WebCT course page or wendy.hassett@utdallas.edu

Phone: (toll-free) 1-888-219-8789 or (334) 737-1783

Course Description:

Public administrators at all levels are expected by both the public and elected officials to continually improve organizational performance to meet increasing economic and productivity-related demands. The attempt to improve the quality of services and the productivity of organizations has become an important sub-field of public administration that penetrates a variety of levels and specializations. This fact has resulted in the emergence of The Section on Public Performance and Management of the American Society for Public Administration, the National Center for Public Productivity at Rutgers University, and Public Performance & Management Review, the academic journal dedicated to issues related to public productivity.

This applied class will provide students with a variety of tools, techniques, and principles aimed at improving the quality and productivity of government services. While the focus of this class will be on the public sector, course topics are also applicable to non-profit and business organizations. The topics presented in this course are essential knowledge for contemporary managers and will be presented in the context of real-world application. The goal for this class is to provide students with an understanding of current and practical management tools that lead to improving quality and productivity in public sector organizations.

Student Learning Objectives:

- To gain an enhanced understanding of skills and techniques related to public productivity.
- To recognize the various theories that managers/leaders can use to inform public sector decision-making concerning the improvement of organizational quality and productivity.

Required Readings:

Mark Popovich (ed.) 1998. Creating High Performance Government Organizations. San Francisco: Jossey Bass. ISBN: 0-7879-4102-6

Jon R. Katzenbach and Douglas K. Smith 2003. The Wisdom of Teams: Creating the High-Performance Organization. ISBN: 0-0605-2200-3 [Note: This text is available at the McDermott Library on 2 hour reserve.]

** Journal articles cited in this Syllabus are accessible electronically.

The URL for PA 5323 is: <http://utdallas.docutec.com/eres/coursepage.aspx?cid=446>

The password to access the material will be available to you on our WebCT course home page.

Citations: In accordance with departmental standards, all citations should use Turabian, 7th edition. A guideline for using this style is on our course website.

Assistance with Research - UTD Library Contact: Carol Oshel, Reference/Distance Librarian; carol.oshel@utdallas.edu; 972-883-2627. **Want more information?** To access a variety of information about distance education at UTD, visit the Distance Learning website: <http://www.utdallas.edu/distancelearning2/students/>

Course Assignments:

Journal- Each student should build a personal Journal based upon the weekly course assignments and readings. The journal will have a dual purpose: (1.) it can serve as a handy source of information covered in this course; and (2.) during the course, it will assist you in thinking through and assimilating the readings for your course assignments. The link to the appropriate journal is located within each weekly module on the course website. **Students are encouraged to keep up with their Journals weekly. All Journals are visible to Dr. Hassett at all times. Progress can and will be monitored throughout the semester.**

Each week, each student should make the following postings to his/her Journal:

- 1.) **Lecture Summary:** Each lecture should be summarized. This summary should consist of **just a few paragraphs**.
- 2.) **Reading Summaries:** Each weekly reading assignment should be cited and summarized **in the order in which they are assigned**. This summary should consist of **just a few paragraphs**.
 - i. Each reading should have its own entry. (In other words, do not combine summaries of readings by different authors into one entry.)
 - ii. Each reading summary should be **completed in the same order as in the Syllabus**.
 - iii. The "**Subject**" line for each entry should include the **week number and the name of the author(s)**.
 - iv. Each entry should include:
 1. Full and complete citation (Turabian, 7th ed.)
 2. Author's main argument
 3. How this reading speaks to quality and productivity in government
 - v. Each entry should consist of just a few paragraphs.
 - vi. Each entry should include **specific quotes and page numbers** to support your statements/conclusions.
- 3.) **Concept Synthesis:** After completion of Lecture entry and the weekly reading assignment entries, each student should compose one or two paragraphs that tie all of the assignments together. **DO NOT RE-SUMMARIZE THE READINGS HERE.** It is in this section where students should show evidence that they really understood and "connected" the readings. This brief composition should **synthesize** the major concepts of all the week's readings. This entry should demonstrate the high level of analysis typically expected in graduate classes. **Be sure to label this section as the Concept Synthesis in the "Subject" line of the Journal entry. This section should be considered to be of the utmost significance.** It should offer a "big picture" view of the topic and may speak to the applications, costs, and/or benefits of the topic examined. You may want to start by asking yourself: How do these readings

relate to each other? What new insights have I gained through these readings? What are my thoughts about this topic in light of the perspectives of these various authors?

- 4.) **Additional Portfolio Assignment(s):** Any additional portfolio assignments identified during the semester should be included as an additional posting in your Portfolio and submitted as a part of your Portfolio (not as a separate submission).

Journal grades are based on following the instructions described in this section as well on the degree to which each student demonstrates that she/he has *read and comprehends* the assigned readings. Proper referencing and academic form should be used. Students are encouraged to supplement weekly entries with other relevant articles. The Journal will be graded at various intervals during the semester and will be graded at some point during the week it is due. Students must compose their Journal via the course website.

Threaded Discussions- Learning, like almost everything, is more enjoyable when it is a shared experience. Threaded discussions are a way to provide a way for us to share this learning experience together. **Due to the shorter summer semester and the demands of the other course projects, our discussions will be limited. This places a premium on engaging in intelligent and informed discussions that stay on-topic.** Students are highly advised to read the following description of these discussions and take careful note of the information to take full advantage of the potential points available via these discussions.

The threaded discussions work this way: A discussion question is posted for each week that it is due under the weekly icon. Each week a discussion is assigned, you are expected to participate in the discussions that occur there. The active and consistent involvement of each student is expected throughout the semester. **Each student should make one “main” posting addressing the weekly question AND have at least one other posting demonstrating he/she is engaged in the discussion as it occurs.** I will post some final comments and thoughts at the end of the week.

Postings can begin as early as Monday morning and continue until midnight on Sunday. If a posting is made within ten minutes after the deadline, there will be a one point deduction for each minute after midnight. Postings made after 12:10 am will be given a grade of 0. It is crucial that each student stays up to date on the readings in order to get his/her postings completed on time. ***Each student is expected to participate in all of the threaded discussions.*** The first threaded discussion posting during Week 1 is not graded.

When posting a response, please keep the following **guidelines** in mind:

1. For all discussion threads, students should be careful to respond to all aspects of the original question(s). There are two formats we will use: general discussions and posts.
 - For general THREADED DISCUSSION, do not pretend you are in a vacuum. Acknowledge and react to what others have already said. Students are encouraged to support or take issue with points raised by other students.
 - For DISCUSSION POSTS, students should read all the posts, but should not respond to their colleagues. Also, be sure to compose an answer independent of what others have said. In other words, do not rely on what others have said for *your* post.
2. Similar to the discourse in seminar classes, I am looking for only substantive contributions. Participants are expected to have read the material in advance of their postings so they can share insightful comments, criticism, and perspectives with the

class. Some students may find it useful to compose the posting in a Word document to facilitate editing prior to making the actual posting via WebCT. **Be sure to include in your posting specific references to the assigned readings (by author's name, year of publication, and page number) and the lecture to demonstrate your grasp of the concepts. In other words, you should demonstrate that you have read and digested the assigned materials.**

3. The quality of the posting is more important than quantity. Two to four paragraphs should be sufficient to get your point across.
4. Your posting should include a descriptive and appropriate phrase (a title for your contribution, so to speak) in the "Subject" field. This will help to organize the discussion.
5. You are expected to be involved in the discussion throughout the week. You should visit the discussion several times each week to keep up with the discussion taking place. Making one post is not adequate to receive full credit. Each student should make one "main" posting addressing the weekly question AND have at least one other posting demonstrating they are engaged in the discussion as it occurs.
A helpful hint: If someone makes reference to your contribution or takes issue with something you have stated, you will want to respond before the time has elapsed for the week. If you do not respond, it is obvious that you are not checking back on the threaded discussion as it develops.
6. Since the threaded discussions are our class discussions, the same rules apply as in class. In general, these include the following: become engaged in class discussion, be honest, don't posture, be respectful, and don't ramble. In addition, each participant is expected to employ all conventions of good English composition, including, but not limited to capitalization, grammar, spelling, punctuation, format, and referencing.
7. During discussions, there may be professional disagreement. Do not make discussions personal. A fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect – not with contempt.
8. Do not get in a habit of waiting until the end of the discussion to make your posting. Each student will be expected to make some "early in the week" postings. Grades will be reflective of when the posts are made.
9. Do not post ahead of schedule. While it is acceptable (and encouraged) for students to work ahead of the stated schedule, work should be **posted** only during the week it is due. In other words, students should not post discussion threads or assignments in Week 10 during Week 9, for example. If students wish to compose their assignments in advance, they should maintain those on their personal computer and post them only during the week they are due. If this poses a problem, please let me know.

Grading Policy for Threaded Discussions: In grading the threaded discussion contribution posted by each student, I will look for three (3) things:

1. How well you respond to the specific discussion question

2. How well you integrate the weekly readings into your answer.

Note: You may cite the lecture, but it does not fulfill the requirement to incorporate the weekly readings.

3. How well you respond/react to what others say (if required)

- Input that addresses all three items described above will receive an evaluation of 90 or higher (A).
- Input that addresses all items marginally or addresses only two of the three items will receive an evaluation between 80 and 89 (B).
- Input that addresses the items inadequately or addresses only one of the items will receive an evaluation of 79 or below (C/D/F).

Organizational Analysis Presentation- The purpose of this assignment is to provide each student with an opportunity to “connect” the concepts discussed in the course with real-life challenges occurring in today’s public organizations.

For this assignment, each student will prepare a professional PowerPoint presentation detailing how public organizations have dealt with different issues with respect to quality and productivity. *Public* organizations are required. The organization may be a sub-group (such as a department or division) of a larger organization. Programs or schools of educational institutions are also acceptable. Ideas for cases can be generated from government magazines, newspaper articles, public sector reports, organizational strategic plans, or public sector publications.

Three (3) different case studies are required for this assignment. Each one must illustrate or demonstrate a different weekly topic drawn **directly from the weekly topics in this Syllabus.** Each weekly topic may only be used once. In other words, you must choose three different weekly topics and then connect each one to a different real-life case.

Each case needs to be supported by at least three (3) different sources that discuss the case and speak to the course topic it illustrates. Academic, peer-reviewed literature on quality and productivity in public affairs including course readings, as well as other sources, are required.

This assignment has two stages. Each stage is required to receive full credit for this deliverable.

Stage One: The Proposal. This brief proposal should include the following:

- (a) the proposed cases for analysis along with the topic each will address;
- (b) for each case,
 1. a one-paragraph rationale explaining why you chose it and why it speaks to the area identified above;
 2. citations for each of the (3) different sources that discuss the case and speak to the course topic it illustrates.

Special note about the Proposal: While the Proposal is not graded, late or poor (including incomplete) submissions will result in an automatic five (5) percentage point deduction from the final Presentation grade.

Stage Two: The Presentation. Submit your final presentation. Depending on the size of the file, students may need to send the presentation in separate sections or “zip” the file prior to successful delivery. **DO NOT WAIT UNTIL THE LAST MINUTE TO ATTEMPT TO SEND THIS FILE.** Also, please include the entire submission in ONE FILE. In other words, do not submit multiple files.

NOTE TO AOL USERS: It is somewhat common for the AOL browser to encounter difficulties with WebCT. If you encounter problems using the AOL browser, connect using AOL and then launch a regular version of FireFox or Internet Explorer.

Presentation Style Requirements:

- 1.) **Visual Interest:** Clip art is not acceptable for this presentation. High-quality digital photos should be used to add visual interest. (In other words, images used should be visually sharp and crisp, not blurry. If they look blurry to you, they will look blurry to the audience and will not reflect the professional image you are trying to achieve.)
- 2.) **Backgrounds:** The slides should be designed with a colored background (that is, do not use white backgrounds). Consistency in backgrounds (and font, to some degree) facilitates comprehension.
- 3.) **Font:**
 - a.) The font to be used using a sans serif font to facilitate reading by the audience. (Arial is one example of a sans serif font.)
 - b.) In general, the size of the font used for narrative throughout the presentation should be a consistent size. Changing the size of the font from slide to slide is distracting from your message. Exception: A larger font for subtitles is appropriate and helpful.
 - c.) Do not use all caps. It comes across to an audience as shouting.
- 4.) **Sound:** Do not use sound on the slides.
- 5.) **Content:** Do not overload your audience with too much information on each slide.
- 6.) **Slide numbers.** Do not include slide numbers on the bottom of the slides.
- 7.) **Citations:** While not typical in these kinds of presentations, **citations must be used and printed in a very small font at the bottom of each slide as appropriate. A minimum of ten (10) peer-reviewed academic journal articles must be cited that are NOT a part of the course readings.**

Presentation Outline: The following outline should be used for the Presentation. Each section should be clearly identified.

1. **Title Slide:** The first slide should include the title of your presentation, the three organizations featured (with logos or other visuals), and your name.
2. **Each chosen “topic with organizational illustration” should include the following TITLED sub-sections:**
 - ✓ **History:** Begin with a brief history and overview of the organization.
 - ✓ **Frame the Problem:** What was the context for the problem or challenge faced by the organization? What were the big-picture challenges it faced in terms of quality and productivity?
 - ✓ **Topical Area:** Identify the issue this case illustrated as identified by **the weekly topics** listed the syllabus. Each chosen topic should be clearly identified in the presentation by serving as a heading, having bold text, etc.
 - ✓ **Analysis of prior organizational action/inaction.** Discuss how the issue played out in your case in the recent past. What were the factors that led up to the current situation? Did the organization neglect the matter at some level? Were there any efforts by the organization to address the issue in the past? If so, what happened?
 - ✓ **Current Situation:** Was there any particular situation that occurred to bring the issue to the forefront during the timeframe of your focus? Address what the organization did most recently once the problem was recognized. Who was the spearhead or advocate for action? (This could be a person a nonprofit, a civic group, another governmental agency, etc.) Citations will be helpful here.
 - ✓ **Strategies.** What were the strategies or techniques used by the organization to improve its organizational quality and performance? Be as specific as possible. Be sure to support your statements with outside sources evidenced by citations. (See above “A Word about Citations.”)
 - ✓ **Organizational Impact or Expected Impact.** Describe the impact or expected impact you predict and the basis/rationale for those expectations. In this sub-section, provide specific examples to illustrate your assertions. (*Hint: Connect your analysis here to literature studied in this class and others.*)

The following sections should be included as the final slides in the presentation and labeled clearly.

3. **Lessons Learned:** Discuss at least three (3) lessons **you** learned from this exercise.
4. **Personal Insight:** How did this project enhance your understanding of public productivity?
5. **References:** A comprehensive list of all the sources used in the presentation should be included that are presented and organized into the categories described below. (See Citation section above.)
 - ✓ sources that are a part of the course readings
 - ✓ ten (10) peer-reviewed, academic sources that are **not** included in the course readings

Organizational Analysis Checklist: Use this helpful checklist before submitting this important deliverable. *While these are not all of the requirements of this assignment*, it will insure you include the *major* parts of the assignment directions:

- ✓ Presentation outline followed
- ✓ Three (3) different topics selected from Weekly Course Topics
- ✓ Three (3) different case studies chosen
- ✓ One real-life case illustrates a different Weekly Course Topic
- ✓ Titled sub-sections included for each of the three (3) cases presented
- ✓ Only high-quality digital photos used
- ✓ A minimum of ten (10) peer-reviewed, academic journal articles (that are NOT a part of the course readings) are properly cited
- ✓ Presentation's slide format followed per the style requirements identified herein

Organizational Analysis Grade: Each presentation will be graded based upon the following criteria:

- **Depth** – content and level of scholarship. Does the presentation present three (3) detailed analyses that are rooted in the course readings and appropriate outside readings?
- **Precision and organization from the perspective of the audience** - accuracy, logic, provision of detail, logical ordering of topics and grammar. Does the audience understand what you are talking about?
- **Personal thoughts** – Does the presentation include insightful, original comments that represent a unique, yet informed, perspective?
- **Creativity & Aesthetics** – Does the presentation effectively convey the information you have prepared while capturing the interest of the audience and maintaining a professional image?

Grading Policy: The following are the components of the course grade:

Organizational Analysis Project	25%
Two (2) Journal submissions (10 points each)	20%
Three (3) Threaded Discussions (5 points each)	15%
A Plan for Improvement Essay	10%
Katzenbach & Smith Essay	10%
Final Essay	20%
	100%*

A final course grade will be assigned based on the following scale:
90-100 points = A; 80-89 points = B; 70-79 points = C; 60 or below = F.

* One of the unique features of on-line courses taught through WebCT is that the instructor is able to see how often individual students log in, what they access/download/view, how often they are on the course site, etc. It is expected that students will keep up with viewing the lectures each week throughout the semester and will access the additional readings available on the course website. At random points during the semester, an "audit" will be conducted to assess the status of students in the class to ensure that everyone is up-to-date. An audit will also be conducted prior to posting final course grades. The instructor retains the right to adjust the final course grade for failure to access required course readings and/or lectures.

Course Policies

▪ Late Work

Threaded discussion postings should be made during the week they are due. If a posting is made within ten minutes after the deadline, there will be a one point deduction for each minute after midnight. Postings made after 12:10 am will be given a grade of 0. ALL OTHER LATE ASSIGNMENTS WILL RECEIVE A DEDUCTION OF TEN PERCENTAGE POINTS FOR EACH WEEK OR PORTION THEREOF FOLLOWING THE DUE DATE. Exceptions may include a mutually agreed arrangement made in advance or bona fide emergencies (be prepared to supply documentation). Problems with your personal computer (such as computer “crashes”) or sudden loss of internet access at your home **do not count as an emergency**. Review the schedule in this syllabus. If there are conflicts, please discuss them with me ASAP.

Please let me know if something significant happens to you during the semester that could interfere with your submitting class assignments on time (death in family, loss of job, etc.) **If you plan to submit an assignment late, be sure to let me know.** Students should make every effort to submit all final required course assignments by midnight on Sunday of the last week of class as identified in this Syllabus. Late final course assignments should be the exception and will be penalized as “late work” as described herein. **However, under no circumstances should students submit an assignment for credit after the last day of “final exams” as identified in the official University Academic Calendar for the applicable semester.**

▪ WebCT and Computing Assistance

For help with your computer-related questions, call the Help Desk at 972-883-2911 or email them at assist@utdallas.edu. You can also use the live web support at <http://webhelp.utdallas.edu/> to get answers to your questions online during their hours of operation.

Instructor Availability One of the most important ways to be successful in this course is to have your questions answered in advance of your submission of the assignments for a grade. So, if you have a question and this Syllabus does not answer it for you, ask me!

You can contact me in a number of ways:

Option #1: E-mail. This is likely our best method for communication. Please use WebCT to contact me. I will generally respond to e-mail within 2-3 working days. If WebCT is not available to you, you may always email me at the UTD email address on the first page of this Syllabus.

Option #2: Phone. You can also call me at the phone numbers on the first page of this syllabus.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and*

Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UTD email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UTD provides a method for students to have their UTD mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to participate in the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

Per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and **only if 70% of the course work has been completed**. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of "F."

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22, PO Box 830688, Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is

encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean.

(http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.

PA 5323 Schedule and Assignments

With the exception of the first week, all weeks on this syllabus run from Monday morning through midnight the following Sunday. All assignments are due during the week, with submission no later than midnight on Sunday, Central Time.

Week	TOPIC
1	Introduction Reminder ...these should be completed between May 23-June 1.

Assignments:

- 1.) Go through the Lecture in Week 1 module in WebCT.
- 2.) Introduce yourself to the class via the Discussion POST (see below.)
- 3.) Begin the Week 2 readings **this week** so that you will be able to post to the Week 2 Threaded Discussion beginning Monday of next week.
- 4.) Review the Weekly Topics we will be studying this semester as identified on this syllabus. Begin your search for organizations to select for your Organizational Analysis project.

Threaded discussion POST: Post to the Threaded Discussion for Week 1 a brief professional biography (approximately 50 words) to introduce yourself to the class. **The first threaded discussion posting during Week 1 does not count as one of your graded postings.**

2	Elements of the Productivity and Quality Paradigms
---	---

Popovich, Chs. 1-2

Beam, George. 2001. *Quality Public Management: What it is and How it Can Be Improved and Advanced*. Chicago: Burnham, 3 – 51.

Van Ryzin, Gregg C. 2007. Pieces of a Puzzle: Linking Government Performance Citizen Satisfaction, and Trust. *Public Performance & Management Review* 30(4): 521-535.

Threaded discussion: Share with the class a personal example of an experience you have had at a public agency that illustrates one point from the readings this week. (Be sure to specifically cite the assigned readings throughout your postings.)

3	Core Values, Mission Statements, and Vision Statements: Setting the Stage for High Performance
---	---

Popovich, Chs. 4-5

Ehrenhalt, Alan. 2002. In Search of a World-Class Mission Statement. In *Governing: Issues and Applications from the Front Lines of Government*, ed. Alan Ehrenhalt, 47-48. Washington, DC: CQ Press.

Robertson, Peter J., Feng Wang, and Supamas Trivisvavet 2007. Self-and Collective Interests in Public Organizations. *Public Performance & Management Review* 31(1): 54-84.

Pandey, Sanjay K. and James L. Garnett. 2006. Exploring Public Sector Communication Performance: Testing a Model and Drawing Implications. *Public Administration Review* 66(1): 37-511.

Additional Journal Assignment: Be sure to address each part of this assignment for full credit. Post all your comments in one entry in your Journal.

(1) Find vision and mission statements from three public sector organizations and **document those in your Journal**. (There must be both a vision and mission from each organization you choose.)

2) Analyze those statements in terms of our readings. Do you believe these organizations are high performing organizations? Why or why not? What else do these statements reveal about your chosen organization?

4 **Productivity and Accountability through Organizational Goals and Performance Measures**

Popovich, Ch. 7

Jules, George. 2007. Promoting Evidence-Informed Governance. *Public Performance & Management Review* 30(4): 550-573.

Romzek, Barbara S. 1998. Where the Buck Stops: Accountability in Reformed Public Organizations. In *Transforming Government*, eds. Patricia W. Ingraham, James R. Thompson, and Ronald P. Sanders, 193-219. San Francisco: Jossey Bass.

Wright, Bradley E. 2007. Public Service and Motivation: Does Mission Matter? *Public Administration Review* 67(1): 54-64.

Additional Journal Assignment: How do you see the topic of Productivity and Accountability through Organizational Goals and Performance Measures relating to last week's topic of Core Values, Mission Statements, and Vision Statements? Identify the link between this week's topic and last week's topic. Document your analysis in your Journal.

Threaded discussion POST: Identify two lessons from this week and/or last week's readings that you will place in your personal "management toolbox"? Be sure to explain why you chose each lesson and reference the supporting readings appropriately.

NOTE: We will be learning from each other this week. Please read all the postings, but **DO NOT** respond to posts made by your colleagues.

5 **Citizen Satisfaction: Measuring Quality**

Pegnato, Joseph A. 1997. Is a Citizen a Customer? *Public Productivity & Management Review*, 20(4): 397-404.

King, Cheryl Simrell, Kathryn M. Feltey, and Bridget O'Neill Susel. 1998. The Question of Participation: Toward Authentic Public Participation in Public Administration. *Public Administration Review* 58(4): 317-326.

Van Ryzin, Gregg C, Stephen Immerwahr, and Stan Altman. 2008. Measuring Street Cleanliness: A Comparison of New York City's Scorecard and Results from a Citizen Survey. *Public Administration Review* 68(2): 295-303.

Hassett, Wendy L. and Douglas J. Watson. 2003. Citizen Surveys: A Component of the Budgetary Process. *Journal of Public Budgeting, Accounting & Financial Management* 15(4): 525-541.

Organizational Analysis Proposal DUE: See the description of this deliverable in this Syllabus. **NOTE: While the Proposal is not graded, late or poor (including incomplete) submissions will result in an automatic five (5) percentage point deduction from the final Presentation grade.**

OPTIONAL: Wagenheim, George D and John H. Reurink. 1991. Customer Service in Public Administration. *Public Administration Review* 51(3): 263-270.

OPTIONAL: Yang, Kaifeng and Kathe Callahan. 2005. Assessing Citizen Involvement Efforts by Local Governments. *Public Performance & Management Review* 29(1): 191-216.

OPTIONAL: Yang, Kaifeng and Marc Holzer. 2006. The Performance-Trust Link: Implications for Performance Management. *Public Administration Review* 66(1): 114-126.

No Threaded Discussion this week – use this time wisely

6 **Organizational Culture and High Performance in Core Public Administration Functions**

FIRST JOURNAL GRADED (Covering Weeks 1-5)

Individual journals will be accessed and graded by Dr. Hassett at some point during this week. **Be sure to have your Journal complete and ready to be graded by 8 AM on MONDAY of this week.**

FAIR WARNING: Journals will be "locked" when grading begins. At that point, you will not be able to add to or edit your Journal. Grades will be assigned based on the status of the Journal **WHEN GRADED.** Again, to be safe, be sure your Journal is ready to be graded by 8 AM on Monday of this week.

Popovich, Chs. 8-11

Garnett, James L. Justin Marlowe, and Sanjay K. Pandey. 2008. Penetrating the Performance Predicament: Communication as a Mediator or Moderator of Organizational Culture's Impact on Public Organizational Performance. *Public Administration Review* 68(2): 266-281.

Beam, George. 2001. Quality Public Management: What it is and How it Can Be Improved and Advanced. Chicago: Burnham, 67– 77.

Lawrence, Cortez. 1997. Doing More with Less in Public Safety. In *Innovative Governments: Creative Approaches to Local Problems*, ed. Douglas J. Watson, 33-47. Westport, CT: Praeger.

Yeager, Samuel J., W. Bartley Hildreth, Gerald J. Miller, and Jack Rabin. 2007. The Relative Effects of a Supervisory Emphasis on Ethical Behavior versus Political Responsiveness. *Public Integrity* 9(3): 265-283.

OPTIONAL: Miller, Gerald J. and Donijo Robbins. 2004. In *Public Productivity Handbook*, eds. Marc Holzer and Seok-Hwan Lee, 377-403. New York: Marcel Dekker.

OPTIONAL: deHaven-Smith, Lance and Kenneth C. Jenne II. 2006. Management by Inquiry: A Discursive Accountability System for Large Organizations. *Public Administration Review* 66(1): 64-76.

No Threaded Discussion this week – use this time wisely

7

Organizational Assessments: Analyzing and Improving Processes

Popovich, Ch. 6

Watson, Douglas J., Wendy L. Hassett, Jerry Davis, and Robert E. Thomas. 2002. Use of Industrial Engineering in Measuring Police Manpower: A Small City Case Study. *Public Performance & Management Review* 26(2): 132-147.

Whitson, Dana Hield and Douglas K. Clark. 2002. Management Audits: Passé, or a Useful Quality Improvement Tool? *Public Management* 84(4): 6-10.

Van Wart, Montgomery. 1995. The First Step in the Reinvention Process: Assessment. *Public Administration Review* 55(5): 429-438.

OPTIONAL: Reeves, Steven A. 1997. Organizing Against Losses. In *Innovative Governments: Creative Approaches to Local Problems*, ed. Douglas J. Watson, 49-60. Westport, CT: Praeger.

A Plan for Improvement Essay – This assignment is on our course homepage under Week 7. Your memo/essay should have clear and strong linkages to the topics we have studied so far this semester and consist of 1000 – 1200 words. Be sure to reference this week's readings and earlier readings as appropriate. Submit your memo/essay directly to Dr. Hassett via WebCT mail.

No Threaded Discussion this week – use this time wisely

8

High Performance Employees and The Synergy of Teams

Katzenbach and Smith, *The Wisdom of Teams: Creating the High-Performance Organization.*

Dessler, Gary. 1999. How to Earn Your Employees' Commitment. *Academy of Management Executive* 13(2): 58-67.

OPTIONAL: Wageman, Ruth. 1997. Critical Success Factors for Creating Superb Self-Managing Teams. *Organizational Dynamics* (Summer): 49-61.

OPTIONAL: Yang, Seung-Bum and Mary E. Guy. 2004. Self-Managed Work Teams: Who Uses them? What Makes them Successful? *Public Performance & Management Review* 27(3): 60-79.

Katzenbach and Smith Assignment: In your view, how does the Katzenbach and Smith book speak to the issues of quality and productivity in the public sector?

Submit an analytical and well-organized 1000-1500 word essay via our course home page during this week. Be sure to include citations from earlier course readings to support your assertions.

9

Motivation and Reward Systems

Camillieri, Emanuel, and Beatrice I.J.M. Van Der Heijden. 2007. Organizational Commitment, Public Service Motivation, and Performance Within the Public Sector. *Public Performance & Management Review* 31(December): 241-274.

Jurkiewicz, Carole L., Tom K. Massey, Jr. and Roger G. Brown. 1998. Motivation in Public and Private Organizations: A Comparative Study. *Public Productivity & Management Review* 21(3): 230-250.

Kouzes, James M. and Barry Z. Posner. 2002. Recognize Contributions Linking Rewards with Performance. In *The Leadership Challenge*, 315-349. San Francisco: Jossey-Bass.

Moynihan, Donald P. and Sanjay K. Pandey. 2007. The Role of Organizations in Fostering Public Motivation *Public Administration Review* 67(1): 40

OPTIONAL: Perry, James L. Debra Mesch and Laurie Paarlberg 2006. Motivating Employees in a New Governance Era: The Performance Paradigm Revisited *Public Administration Review* 66(4): 505-514

OPTIONAL: Kim, Soonhee. 2002. Participative Management and Job Satisfaction: Lessons for Management Leadership. *Public Administration Review* 62(2): 231-241.

Threaded discussion:

Think back over your personal work experiences and share with the class a time when you experienced a situation when motivation and rewards directly led to a particular outcome (positive or negative). Offer the class a description based on the following sub-topics:

1. **Context.** Describe the context of the organization, the players, and the particulars of the situation.
2. **Trigger.** What brought the situation to the forefront of the organization?
3. **Action.** What was done in an attempt to improve the situation? Describe this as specifically as possible.
4. **Outcome.** Describe the outcome as it directly resulted from the action in #3 above.

5. **Lesson(s)**. What can we all learn from your experience? Be sure to link your lesson(s) to the readings from this week.

10 **Organizational Structure and Contracting Out as a Productivity Strategy**

Brown, Trevor L. and Matthew Potoski. 2005. Transaction costs and Contracting: The Practitioner Perspective. *Public Performance & Management Review* 28(3): 326-51.

Watson, Douglas J. and Wendy L. Hassett. 2002. Capital-Intensive Privatization: Returning to Public Ownership. *Public Works Management & Policy* 7(2): 115-123.

ORGANIZATIONAL ANALYSIS DUE

Submit this deliverable as an attachment via WebCT.

No Threaded Discussion this week – use this time wisely

REMINDER: Your final Journal will be locked for grading at 8AM on Monday of next week. Be sure you summarize Week 11 readings in your Journal **THIS** week for they are ready on Monday morning of next week!

11 **Conclusion**

Beam, remainder of Ch. 8 & Ch. 9

Fernandez, Sergio and Hal G. Rainey. 2006. Managing Successful Organizational Change in the Public Sector. *Public Administration Review* 66(2): 168-176.

Ingraham, Patricia Wallace. 2005. Performance: Promises to Keep and Miles to Go. *Public Administration Review* 65(4): 390-395.

Final Essay Due: This short essay assignment will be available on our class website for a short period only. Students will post their contributions online.

FINAL JOURNAL GRADED (Covering Weeks 6-11)

Individual journals will be accessed and graded by Dr. Hassett at some point during this week. **Be sure to have your Journal complete and ready to be graded by 8 AM on MONDAY of this week.**

FAIR WARNING: Journals will be “locked” when grading begins. At that point, you will not be able to add to or edit your Journal. Grades will be assigned based on the status of the Journal **WHEN GRADED**. Again, to be safe, be sure your Journal is ready to be graded by 8 AM on Monday of this week.