Course Title:
Managing Public Programs

Course Number:
PSC 5243-102

Course Description:
Managers in all sectors of the economy face considerable challenges in administering operations. This course provides an overview of the primary functions managers contend with on a daily basis. Combining a lecture format with case studies and class discussion, the course offers participants an opportunity to apply management theory to problem situations in an economy characterized by the politics of scarcity and change.

Class Dates, Location and Hours:
Dates: December 4-6 & 11-13, 2015
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.
Last day to enroll or drop without penalty: November 5, 2015

Site Director:
Bethany Neubauer. Assistant: Carmen Weeks. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: C. Kenneth Meyer, Ph.D.
Mailing Address: 4917 Twana Drive
Des Moines, IA 50310
Telephone Number: (515) 271-4128
E-mail Address: kenneth.meyer@drake.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:
Upon completion of the course, students should be able to:

1. define public administration and identify similarities and differences between public and private administration;
2. understand the development of management education from classical “scientific” approaches to contingent or “open systems” approaches more prevalent today;
3. introduce key theories of leadership, management, human motivation, and organizations, and develop an appreciation for hands-on application of these theories in contemporary public organizations;
4. understand the importance of human resources administration in modern organizations and be able to critically evaluate competing theories concerning the interests, needs, satisfaction, and motivations of people at work;
5. identify important issues in public management today, such as: reinvention, productivity improvement, program evaluation, privatization, use of market strategies, employee participation, and empowerment; and
6. explore processes and functions (e.g., communication, decision-making, planning, budgeting, staffing, coordinating) important to contemporary program management and to understand the internal and external forces that impinge upon management’s response to problems and demands.

Assignments, Grading and Due Dates:
The exercises that are used in managing public programs will enable class participants to confront a number of complex administrative and public policy issues, and make decisions or recommendations on how they believe the dilemmas, issues, and problems should be handled. In the processes surrounding the case (incident) analysis, the participants will be asked to assume a variety of specific roles, for example, the role of administrative consultant, program director, department head, policy analyst, staff analyst, administrative colleague, etc., in relation to the specific problems of the case. In a small group situation, the students will analyze the problems and present their respective recommendations and evaluations.

Each case will emphasize a particular administrative idea, notion, concept, or theory related to effective managerial performance. In dealing with unfamiliar problems, the class participants will gain experience in differentiating the important or salient characteristics from the unimportant or irrelevant facts of the case. In turn, a systematic way of analyzing administrative realities will be encouraged throughout the course. This disciplined approach to thinking and analysis will assist participants in identifying the nature or root causes of the problem, and the alternatives available to the public decision-maker. In addition, the consequences and potential impacts of a decision on the organizational and political environment will be assessed.

The use of cases in facilitating the learning process is a well-established one. Although it is not proposed here that case analysis replace the more traditional models of academic learning, it is suggested that the case approach adds a new and needed dimension to the learning of public administration concepts. Further, teaching and learning through experiences provide a framework in which analytic and communication skills can be developed. In this structured milieu, the student shares with the professor both the responsibility and the control of the learning processes. It is a process in which learning is active rather than passive; an approach that uses both problem-centered as well as theory-based types of learning. The primary goal of the case study approach, therefore, is to enable the maximum transfer of learning to take place in terms of knowledge acquisition, attitude change, problem solving and interpersonal skill development, and knowledge retention, by integrating theory with active participation and action (decision-making). Laurence E. Lynn, Jr., of the John F. Kennedy School of Government, suggests that the case approach helps fulfill this goal. He states, “...to be effective in government, students must learn to think on their feet, interact effectively with others in a group, be able to ask and
answer questions, and be able to summarize evidence and arguments quickly, clearly, and persuasively. Case discussions help them develop and perfect these skills."

**Several student-related obligations are assumed:**

1. Attend all seminar sessions, unless specific and individual approval to be absent is granted by the professor.
2. Complete all required readings.
3. Complete all course-related assignments.
4. Participate qualitatively in class discussions and other course related activities (simulations, exercises, etc.).
5. Complete the final examination requirements.

**Original Case:**

Special instructions pertaining to the preparation of the original cases will be provided on the first day of class.

**Case Assignments:**

Prior to first class session, each student will be assigned at least one case and will have special responsibility for facilitating the Questions and Instructions Unit associated with each case. If fewer than 20 students are enrolled, each student will be responsible for facilitating two cases from the list below. Please check in early with your OU site director and confirm the case(s) that you have been assigned. Thus, please analyze the cases that have been identified with an "asterisk" (*), and write out or outline your responses to the Questions and Instructions section. All case readings and your written responses should be completed prior to the discussion of the assigned cases in class. At the first class meeting, you should be prepared to deal with the cases with an asterisk mark through Number 15. During the subsequent meetings, about one case will be discussed per hour of class-time. Therefore, please schedule your preparatory time accordingly. By the termination of the course, we should have been able to discuss all of the assigned cases.

Please prepare a PowerPoint Presentation for the case study you have been assigned. Please outline the major components of the case in summary form and present the key concerns or problems. Then, you should answer the questions in outline form or with bullets and be prepared to facilitate the discussion in class. This course operates on the basic of full participation of all class members and, therefore, your task should be more easily accomplished. I have attached a sample PowerPoint for your review and consideration when preparing your own. If you wish, you may add supplemental material (graphs, charts, data, etc.), to give your analysis additional value.

Instructions: For each case that has “asterisk” (*) indicated in the Conducting the People’s Business outline, the student is expected to complete the "Case Log and Administrative Journal Entry." The composite of these entries will make up an administrative journal-a journal that will assist you in integrating your substantial formal and informal learning with your experiential knowledge. It is important that you complete the Case Log and Diary after each case has been discussed in class. Of course, the notes, which you take during the substantive presentations, exercises, inventories, simulations, etc., will assist you later in your individual reflections and assessments as they pertain to the assigned cases. Therefore, at the end of the course, you will have completed about 25 or more of these which will make up your Administrative Journal. Please note that the Case Log appears immediately after each case study in the text *Conducting the People’s Business.*
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<thead>
<tr>
<th>Case Title</th>
<th>Assigned to:</th>
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<tr>
<td>1. American vs. Immigrant Labor*</td>
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<td>2. What Color is Your Coded Message*</td>
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<td>3. Eminent Domain or <em>Dominium Eminens</em></td>
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<td>4. Paradise Lost for Some*</td>
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<td>5. Freda is Sick Again*</td>
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<td>6. Meet Me at the Elysium*</td>
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<td>7. Meeting the Press*</td>
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<td>8. Equal or Preferential Treatment*</td>
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<td>9. Jimmy’s 53 Questions: Team Interviewing*</td>
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<td>10. It's Not Easy at the Top*</td>
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<td>11. Is This Really Happening?*</td>
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<td>12. Employee health Benefits*</td>
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<td>13. Going Bare*</td>
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<td>14. Conflicting Values*</td>
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<td>15. AnIllegal Order*</td>
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<td>16. Jane’s Jam*</td>
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<td>17. Waiting for “Jim Crow”*</td>
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<td>18. To Quit or Not to Quit?</td>
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<td>19. Leadership and Sustainability</td>
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<td>20. Rules for Survival*</td>
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<td>21. When the Disease Hits Home*</td>
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<td>22. Co-production for Marrsville?*</td>
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<td>23. Straddling Both Sides of the Fence</td>
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<td>24. Check-out for the Old Library*</td>
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<td>25. Saving Grace?</td>
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<td>26. No Welcome Wagon Here*</td>
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<td>27. No Clean Sweep in Winchester*</td>
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<td>28. All in the Family?</td>
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<td>29. Defining the Boundaries of Harassment*</td>
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<td>30. Bad <em>Feng Shui</em></td>
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<td>31. A Question of Contamination</td>
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<td>32. If It’s Legal, It’s O.K.*</td>
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<td>33. Retreat at Lake Clearwater*</td>
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<td>34. Affirmative-Action Pressures</td>
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<td>35. Special Privileges for Officials?</td>
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<td>36. Parking Meters—A Perennial Problem*</td>
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<td>37. Preservation of Public Lands</td>
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<td>38. Union Negotiation: Art or Science?</td>
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<td>39. It’ Simply Putting “Asse in Seats”**</td>
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<td>40. A Hard Pill to Swallow*</td>
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<td>41. What is Right with Rights</td>
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<td>42. A Taxing Situation</td>
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<td>43. Dynamic Co-Creation: Building a Competitive Economy</td>
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<td>44. Best Friends on the Job</td>
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<td>45. Workplace Prank or Crime?</td>
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MPA degree programs usually have stated goals related to the development of competencies in graduates. One of these overarching goals is related to the utilization of group resources through sundry types of group processes and activities. Also, most employers state that one of the competencies they want Executive MPA graduates to possess is that of effective oral presentation and written communication. In light of these two goals, I am giving this class the opportunity to once again use the case study method in the discussion and analysis of a number of selected cases drawn from the field of public organization management. The class will be divided into groups comprised of five or six students each.

Specifically, the group should meet as many times as the group thinks it is necessary to discuss and answer four of the questions appearing in the "Questions and Instructions" portion following the write-up of each case. Each group has the liberty of identifying the four questions they will answer. The responses should be written clearly, precisely, and comprehensively, and presented in a PowerPoint format.

Second, the final examination should be submitted no later than December 27, 2015. The final may be e-mailed to me at this address: Kenneth.Meyer@Drake.Edu or a hard copy may be sent to my office address.

Since this may be the first time you have had this type of take-home, group examination project, certain problems may develop which I have not fully anticipated. However, as students interested in the management profession, I am sure that you will be resourceful and imaginative in dealing with any problems that you encounter. Whatever is the case, and I expect the assignment to go smoothly for all groups.

I wish you good luck. If you have any questions on this exercise, please contact me during the time-frame leading up to and during the class. Normally, I am easy to reach during the 4:00 P.M. to 5:00 P.M. time periods, especially on Tuesday, Wednesday, or Thursday at 515-271-4128 or 1-800-443-7253. During the dates of the course you will be expected to conduct the group discussion and analysis (some class time will be provided), establish the individual tasks and responsibilities that will be assigned to group members and write-up your selected case.

Please double-space your responses and make sure that you have presented the examination using the best level of professional writing and preparation available to the group. Do not hesitate to present your analysis with accompanying outlines, handouts, exhibits, transparencies, audio-video tapes, or other material which your group believes is important to the discussion.

Finally, the case studies used for the take-home examination will be provided by the instructor and students will be asked to select from a list of cases that which best matches their particular professional or academic interest.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Percent of Grade</th>
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<tr>
<td>Pre-class assignment</td>
<td>First day of class</td>
<td>20</td>
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<tr>
<td>Case presentation(s)</td>
<td>Date assigned in class</td>
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<td>Class participation</td>
<td>During class sessions</td>
<td>20</td>
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<tr>
<td>Original Case</td>
<td>Date assigned in class</td>
<td>20</td>
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<tr>
<td>Final examination (take-home group examination)</td>
<td>December 27, 2015</td>
<td>20</td>
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**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

C. Kenneth Meyer, Ph.D.

Education

- 1979  Ph.D. in Political Science, The University of Oklahoma
- 1970  M.A.P.A., Master of Public Administration, The University of Oklahoma
- 1969  M.A. in Political Science, The University of Oklahoma
- 1965  B.A. in Social Science, St. Thomas University, St. Paul, MN

Current Positions

Thomas F. Sheehan Distinguished Professor of Public Administration, Department of Public Administration, Drake University, Des Moines, Iowa

Frequently Taught Advanced Programs Courses

- HR 5023  Research in Human Relations
- PSC 5243  Managing Public Programs
- PSC 5143  Program Evaluation
- PSC 5253  Human Resource (Personnel) Administration
- PSC 5173  Bureaucracy and the Policy Process
- PSC 5913  Introduction to Analysis
- HR 5023  Research in Human Relations
- HR 5110  Human Resource Development

Major Areas of Teaching and Research Interest

- Leadership and management issues in complex organizations
- Applied decision-making in public, private and non-for profit organizations
- Research methods and quantitative and qualitative analysis
- Violence and authority
- Workplace transformation
- Urban planning and administration
- Human resource management and development
- Workplace issues in contemporary society

Representative Publications and Presentations

Books:

- Co-author - Managing America’s Organizations. Millennium HRM Press, January, 2005
• Co-author—*The Craft of Public Administration,* Forthcoming, 2014.

Selected Articles:

• “Strategic Management at Robert Mayberry Hospital,” Submitted, December, 2013
• “Trustworthiness, Justice and Mediating Lens,” *Journal of Business and Behavioral Science,* February, 2014 (forthcoming)
• “Immigration and Diversity,” *Journal of Business and Behavioral Science,* March 2013
• “The MPA Degree: The Professional Degree for the 90’s,” “Adult Learner, Fall, 1994, pp. 1-3.
• “A Theoretical Perspective on Violence Against Governmental Authority,” Public Administration and Management, Fall, 2000.

Recent Case Studies:

Presentations:

- 2010 – Commencement Address, “If You Mean It, Say It Again,” Rock Island Conservatory, August, 2010.
- 2011 -- Keynote Address “Food Policy: Why We Need to Know More About the Food We Eat,” Innovation and Leadership Conference, Drake University, January, 2011
• 2011 -- Presenter, Reaction Against the Almost Universal Adoption of NHST for Certifying Knowledge Claims, 18th Annual Conference of American Society of Business and Behavioral Sciences, Las Vegas, Nevada, February, 2011.
• 2011 -- Presenter, Organizational Change and Program Innovation, Certified Public Management Program, State of Iowa, Des Moines, Iowa, June, 2011.
• 2011 -- Presenter, Organizational Change in the Public and Nonprofit Sectors, Certified Public Management Program, State of Iowa, Des Moines, Iowa, May 11, 2011.
• 2012, Commencement Address, “What Will Your Sculptural Legacy Be?” Drake University, May, 2012
• 2012 -- Presenter, “HRM: Public and Nonprofit Comparison,” Clute Institute, Caesars Hotel and Convention Center, Las Vegas, NE, October 11-14, 2012
• 2013—Keynote Speaker, “‘Creating what you can imagine and reflecting on what you have observed,'” Pi Alpha Alpha Banquet, April 17, 2013.
• 2013—“Trustworthiness and Justice and the Mediating Lens,” ASBBS 16th International Conference, Istanbul, Turkey, August, 2013.

Representative Honors and Awards Received
• “International Green Apple Award,” for Environmental Best Management Practice, British Parliament, Fall, 2006
• Teacher of the Year, College of Health and Pharmacy, Drake University, 2005
• Nominee, Madelyn Levitt Teacher of the Year Award, Drake University, 1996-200; 2006
• Outstanding Teacher of the Year Award, 1996-1997, Drake University, April 8, 1997; 2002; and 2008
• Regents’ Award for Superior Teaching, The University of Oklahoma, 1986
• American Society for Public Administration, Outstanding Contribution Award, 1983
• National Science Foundation Fellowship, The University of Oklahoma, 1969
• Pi Alpha Alpha, National Honorary Society for Students in Public Administration and Public Affairs
• Pi Sigma Alpha, National Political Science Honorary Society
• Beta Gamma Sigma, National Business Honorary Society
• The Harry I Wolk Distinguished Research Award, Spring, 2002

**Major Professional Affiliations**

• National Association of Schools of Public Affairs and Administration (NASPAA), Executive Council Member, 1988-1991
• American Society of Public Administration, 1965-present
• International Personnel Management Association, 1993-present
• Industrial Relations Research Association, 1997-present