

Argosy University

COURSE SYLLABUS

PA6510

Public Service

Faculty Information

Faculty Name:

Campus:

Contact Information:

Office Hours:

Short Faculty Bio:

Course description:

This course provides students an understanding of, respect for, and commitment to public service. They learn how to lead and inspire fellow employees to achieve a shared purpose, and to communicate to diverse parties the value of public initiatives.

Course Pre-requisites: PA6010, PA6012, PA6014, PA6016

Required Readings:

Bright, L.. (2009). Why Do Public Employees Desire Intrinsic Nonmonetary Opportunities? Public Personnel Management, 38(3), 15-37.

<http://proquest.umi.com.libproxy.edmc.edu/pqdlink?index=6&did=1864126831&SrchMode=3&sid=7&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1288801482&clientId=82498&aid=7>

Camille, E. (2007). Antecedents affecting public service motivation. Personnel Review, 36(3), 356-377.

<http://proquest.umi.com.libproxy.edmc.edu/pqdlink?index=0&did=1363347571&SrchMode=3&sid=8&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1288801547&clientId=82498&aid=8>

Course, D.H, & Pander, S.K. (2007). Public Service Motivation Measurement: Testing an Abridged Version of Perry's Proposed Scale. Administration & Society, 39(5), 547-568.

<http://proquest.umi.com.libproxy.edmc.edu/pqdlink?index=4&did=1321969291&SrchMode=3&sid=9&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1288801625&clientId=82498&aid=9>

Gilders, D., Verckens, J.P, Galetzka, M. & Erwin Seydel. (2007). Performance communication of the Belgian Railway. Journal of Communication Management, 11(2), 170-181

<http://proquest.umi.com.libproxy.edmc.edu/pqdlink?index=3&did=1332940941&SrchMode=3&sid=10&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1288801867&clientId=82498&aid=10>

Mann, G.A. (2006). A Motive To Serve: Public Service Motivation in Human Resource

Management and the Role of PSM in the Nonprofit Sector. *Public Personnel Management*, 35(1), 33-48.

<http://proquest.umi.com.libproxy.edmc.edu/pqdlink?index=2&did=1078786601&SrchMode=3&sid=11&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1288801943&clientId=82498&aid=11>

Perry, J., Engbers, T., & Jun, S.. (2009). Back to the Future? Performance-Related Pay, Empirical Research, and the Perils of Persistence. *Public Administration Review*, 69(1), 39-51

<http://proquest.umi.com.libproxy.edmc.edu/pqdlink?index=4&did=1625352031&SrchMode=3&sid=12&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1288802030&clientId=82498&aid=12>

Perry, J., Brudney, J., Coursey, D., & Littlepage, L.. (2008). What Drives Morally Committed Citizens? A Study of the Antecedents of Public Service Motivation. *Public Administration Review*, 68(3), 445-458.

<http://proquest.umi.com.libproxy.edmc.edu/pqdlink?index=20&did=1466191131&SrchMode=3&sid=13&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1288802079&clientId=82498&aid=13>

Tongo, C. (2009). Public Service Motivation: An Antidote to the Scourges of Africa's Liberal Democracies. *Journal of American Academy of Business*, Cambridge, 14(2), 152-161.

<http://proquest.umi.com.libproxy.edmc.edu/pqdlink?index=29&did=1614428711&SrchMode=3&sid=14&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1288802180&clientId=82498&aid=14>

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

<http://proquest.umi.com.libproxy.edmc.edu/pqdlink?index=7&did=1203935771&SrchMode=3&sid=15&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1288802301&clientId=82498&aid=15>

Course length: 7.5 Weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:

1. **Communication:**

- a. Communicate the roles and limitations of government at any level (federal, state, local) in specific circumstances. (*direct measures*)
- b. Deliver oral, visual, or written presentations to educate or promote projects to diverse audiences. (*direct measures*)

2. **Analytical problem solving:** Gather information, discern gaps, develop, and evaluate possible solutions and alternatives regarding political, social, and financial costs and benefits of public sector initiatives. (*direct measures*)

3. **Leadership and motivation:**

- a. Generate shared goals and lead internal and external stakeholders toward those goals. (*indirect measures*)
 - b. Motivate employees and other stakeholders to perform consistent with the mission of the relevant work unit. (*indirect measures*)
- 4. Tactical Management:** Execute duties and responsibilities such as: evaluate and supervise employees, reinforce organizational mission, and manage unit budgets. (*indirect measures*)
- 5. Interpersonal Effectiveness:**
- a. Establish, build, and sustain effective working relationships with relevant parties to achieve organizational goals. (*direct measures*)
 - b. Exemplify and teach ethical values and behavior (*direct measures*)

Course Objectives:

1. Create and execute a project plan that addresses a specific need or issue contributing to the organizational mission (Program Outcomes 2, 3, 4, 5)
2. Communicate the purpose of a specific initiative and motivate stakeholders to support that initiative (Program Outcomes 1, 3, 4, 5)
3. Motivate employees toward a shared objective without the ability to influence pay, benefits, or other “reward-based” outcomes (Program Outcomes 3, 4, 5)

Activities/Assignments/Assessments Table

Unit	Topics	Resources
1	Introduction to Public Service The Responsibilities of Public Management <ul style="list-style-type: none"> • Branch Rickey and Pubic Management 	Lecturette In the eyes of many, Branch Rickey is considered one of the most important persons ever to be associated with baseball. He is considered mainly responsible for the developing of three teams to greatness: Brooklyn Dodgers, St. Louis Cardinals, and the Pittsburg Pirates. However, these significant achievements pale by comparison to his personal leadership in integrating major league baseball. By using what author Robert Behn calls the “eight responsibilities of public management,” Branch Rickey skillfully brought Jackie Robinson into the Brooklyn Dodgers lineup and so successfully helped Robinson be a model player and person (Jackie Robinson deserves enormous credit for being the right person for the job) that within just a few years most other major league teams began hiring black players. Such a shift in league culture had a profound impact on more than baseball. Within seven years of Jackie Robinson’s rookie season (he won Rookie of the Year in 1947) the U.S. Supreme Court announced its decision in Brown v. the Board of Education of

		<p>Topeka Kansas. The Civil Rights movement followed within a decade and the historic Civil Rights Act of 1964 and the Voting Rights Act of 1965 became law. Certainly all this was not the result of the integration of baseball, but it was an important cultural event that forced Americans to rethink their attitudes about blacks.</p> <p>Branch Rickey never worked as a public servant in the sense he was never employed by government. But his singular leadership in the integration of baseball is difficult to overstate. Professor Robert Behn explains how Rickey used the key principles of public management to accomplish this historic event.</p> <p>These eight responsibilities are: seek to achieve an important public purpose; possess a clear definition of success, including benchmarks along the way; have an overall strategy for achieving their purpose; be analytical about everything; pay attention to the details of implementation; influence people by building coalitions, motivating individuals and teams, and exploit their luck and , when they are not lucky, keep focused on their public purpose and grope their way toward it; and leave the organization better than they found it. (CO: 1,2, and 3)</p>
2	<p>Motivating Employees in Public Service</p> <ul style="list-style-type: none"> • Defining motivation • Economic v altruistic v adaptive motivation • Equity v Expectancy Theory • Rewards and recognition 	<p>Readings</p> <ul style="list-style-type: none"> • Bright, L.. (2009). Why Do Public Employees Desire Intrinsic Nonmonetary Opportunities? <i>Public Personnel Management</i>, 38(3), 15-37. • Perry, J., Engbers, T., & Jun, S.. (2009). Back to the Future? Performance-Related Pay, Empirical Research, and the Perils of Persistence. <i>Public Administration Review</i>, 69(1), 39-51 • Coursey, D.H, & Pandey, S.K. (2007). Public Service Motivation Measurement: Testing an Abridged Version of Perry's Proposed Scale. <i>Administration & Society</i>, 39(5), 547-568. • Camilleri, E. (2007). Antecedents affecting public service motivation. <i>Personnel Review</i>, 36(3), 356-377. • Mann, G.A. (2006). A Motive To Serve: Public Service Motivation in Human Resource Management and the Role of PSM in the Nonprofit Sector. <i>Public Personnel Management</i>, 35(1), 33-48.
3	<p>Individual v Social Motivation</p> <ul style="list-style-type: none"> ○ Motivation by Mission 	<ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ○ Wright, B.E. (2007). Public Service and Motivation: Does Mission Matter? <i>Public Administration Review</i>, 67(1), 54-64. ○ Tongo, C.. (2009). Public Service Motivation: An Antidote to the Scourges of Africa's Liberal Democracies. <i>Journal of American Academy of Business, Cambridge</i>, 14(2), 152-161.

4	<p>Short-term v Long-term</p> <ul style="list-style-type: none"> • Tragedy of the Commons <p>Behavioral Decision Making/Framing</p>	<ul style="list-style-type: none"> • Perry, J., Brudney, J., Coursey, D., & Littlepage, L. (2008) What Drives Morally Committed Citizens? A Study of the Antecedents of Public Service Motivation. <i>Public Administration Review</i>, 68(3), 445-458.
5	<p>Stakeholders:</p> <ul style="list-style-type: none"> • Communicating purpose • Motivating stakeholder support 	<p>Readings</p> <ul style="list-style-type: none"> • Gelders, D., Verckens, J.P, Galetzka, M. & Erwin Seydel. (2007). Performance communication of the Belgian Railway. <i>Journal of Communication Management</i>, 11(2), 170-181
6	<p>Measuring, Packing, and Communicating Details</p> <ul style="list-style-type: none"> • Success, Principles, and Philosophies 	<p>Readings:</p> <p><i>Good to Great and the Social Sectors</i>, Jim Collins, (Jim Collins, 2005).</p> <p>Assignment:</p> <p>Using the Good to Great principles choose a public agency of interest to you and with you have some knowledge and develop a plan about it how you would move that agency from its current status (mediocrity, good, or whatever) to greatness. Present this plan to the class in PowerPoint.</p>
7	<p>Leadership</p> <ul style="list-style-type: none"> • Abraham Lincoln and leadership 	<p>Readings:</p> <p>“Lessons from Abraham Lincoln: Doris Kearns Goodwin Gives Leadership Advice at NCSL Annual Meeting,” (National Conference of Legislatures, 2006, www.ncsl.org).</p> <p>Doris Kearns Goodwin points out in her speech before the National Conference of Legislatures in 2006 that Abraham Lincoln was a great president because he was a great leader. In describing his leadership skills, she highlights several key ones: First, he was confident. It was this confidence that allowed him to press forward despite many serious setbacks. It was this confidence that allowed him to place his greatest political rivals, powerful and capable men, in his cabinet. Second, he had empathy. He once said that you must understand men and what they are feeling and then reason with them to change their minds. Third, he was willing to share credit and blame for things that happened. His self confidence made it possible for him to give others some or all of the credit when he had success. Similarly, he was not afraid to take blame for failures even if most of the fault lay with someone else. This inspired his people and led to great loyalty. Fourth, he learned from his mistakes. Lincoln was not rigid in his beliefs. Rather he was a life long learner. This allowed him to make adjustments even changes in what he believed. The result was that he succeeded. Fifth, he</p>

		<p>understood himself. He understood his emotions and the effect his actions had on people. This helped him use example to lead and inspire. Sixth, he never forgot where he was from. Being able to keep his feet on the ground despite holding such an important position allowed him to stay focused and not let his pride carry him away. Seventh, he had a sense of timing. This allowed him to clearly send the exact kind of message he wanted to make his points in dramatic ways so people would remember.</p> <p>It is these seven leadership principles that allowed Lincoln to be one of the greatest presidents in U.S. history. Making these principles part of the character of public administrators would help make the agencies these administrators work for better. They are principles that inspire employees, build loyalty and create a respect.</p>
8	Leadership for a Shared Purpose	Wrap up

Grading Criteria

Grading Scale

A	100 – 93 %
A-	92 – 90 %
B+	89 – 88 %
B	87 – 83 %
B-	82 – 80 %
C+	79 – 78 %
C	77 – 73 %
C-	72 – 70 %
D+	69 – 68 %
D	67 – 63 %
D-	62 – 60 %
F	59 and below

Grading requirements

<i>Attendance/participation</i>	<i>0%</i>
<i>Weekly Assignments</i>	<i>0%</i>
<i>Final paper</i>	<i>0%</i>
<i>Optional</i>	<i>0%</i>
<i>LASAs</i>	<i>0%</i>
	<i>100%</i>

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/libweb/resources/>

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the current edition of the *Publication Manual of the American Psychological Association*. Students are encouraged to purchase this manual and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turn tin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turn tin compares submitted papers to billions of pages of content and provides a comparison

report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.