

## Syllabus

### Course Overview

This course focuses on the structures, practices, and theoretical underpinnings of public administration. You will acquire and demonstrate public administration knowledge and skills to provide high-quality professional services to the communities you serve. This focus is related, in part, to the highly complex environment associated with today's conduct of public administration. We see that technology permits us to deliver health care services and programming to the remote areas of the country and helps to save lives and improve access to needed health care in a cost-effective fashion. Technology also enables taxpayers to interact with their government in order to access public services or to become a more informed citizen. Existing technology has not only become more affordable but also can be integrated into environments that were previously unthinkable 5 to 10 years ago.

With advances in technology, we need to arrive at a more adequate understanding of how to fully harness the potential of technology initiatives to bolster public programs aimed at individual enrichment and community growth. This area exemplifies some of the challenges that practitioners of public administration encounter on a daily basis. In this regard, the literature provides some insights to equip public administrators with approaches to mitigate these challenges as they work to effectively deliver public services as enabled by their expertise.

In this course, you will encounter theories, concepts, methods, and approaches that provide important guidance and insights to address those challenges pertaining to effective delivery of essential public services. You will explore the effective management of public services as framed by areas of public administration such as implementation, accountability, performance, and budgeting. Moreover, you will strengthen and align this exploration with further examination of public administration theories relating to, for instance, dichotomy, federalism, implementation, innovation, and collaboration. The material of this course will provide you with a foundation to consider the work that is undertaken by public administrators as they strive to effectively manage a complex public service landscape while maintaining a high level of integrity and accountability on behalf of the public that they serve on a daily basis.

### PSL Program Journey

View [PSL Program Journey](#), a useful map that will guide you as you begin your program. This map gives you an overview of all the steps required to complete your degree and outlines the resources that will support you along the way.

### Course Discussions

The discussion area in the Capella courseroom is a place where you are given the opportunity to think critically about your ideas and share them with peers. Robust threaded discussions promote reflective responses and enhance the learning experience. To allow adequate time for responding to discussions, initial posts are due by Thursday each week. Responses are due by Sunday.

Take time to review the [Creating Strong Discussion Posts \[PDF\]](#) document, which has been designed to provide practical suggestions and best practices for crafting substantive responses to discussion questions. This document will also be made available in every discussion in this course.

### APA Style and Formatting

Capella uses the *Publication Manual of the American Psychological Association* (commonly referred to as the APA manual) as its style guide for scholarly writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools. Because APA style is used widely in scholarly works and academic publications, it is a good choice for the Capella community. Remember to use the APA manual from your first course as a resource for the assignments in this course. You will also find APA assistance in the [Writing Center](#).

### Smarthinking

Capella partners with [Smarthinking](#), a Web-based tutoring service, to offer you online tutoring in a variety of subjects and custom critique of your papers. You will receive 168 minutes to use toward tutoring each quarter. The tutors are called e-structors and can help you develop successful learning skills in a professional and supportive environment. E-structors are available to help you, but not replace your instructor. To learn how to get started and how to use Smarthinking, refer to the following Campus pages:

- [Smarthinking: Getting Started](#).
- [Using Smarthinking](#).

With Smarthinking you can:

- Get live, one-on-one online tutoring help.
- Submit an essay or paper for review.
- Submit questions for a tutor's response.

Subjects covered include writing, APA style and formatting, and reading comprehension.

## Capella Library

You are highly encouraged to explore the [Capella University Library](#). The Capella library is an entirely digital library and one of your most valuable resources for finding the persuasive evidence and scholarly resources you will use in your course assignments.

## Career Resource Center

Use the [Career Center](#) resources to manage and plan your career through every stage. The Capella Career Center provides many online resources, but it also provides other ways you can get assistance and interact with the staff. You can connect and interact with counselors online and ask questions. The Career Center has multiple resources, such as exploration and planning, job search strategies, connecting with others, job search tools, career enrichment, and seminars and presentations.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Analyze how the public-sector dichotomy between administration and politics may affect leadership and management of public agencies.
- 2 Analyze how differing theories associated with leadership, management, political power, and organizational structure may affect the efficacy and efficiency of public agencies.
- 3 Analyze how differing models of federalism may influence the structure and management of public agencies.
- 4 Analyze the differing roles of the legislative, executive, and judicial branches of government at all levels.
- 5 Analyze how the political realm influences the conduct of leadership and management in terms of public agencies.
- 6 Communicate in a manner that is scholarly, professional, and respectful of the diversity, dignity, and integrity of others.

### Course Prerequisites

PSL7020, completion of or concurrent registration in PSL7030. Cannot be fulfilled by transfer.

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Book

Kettl, D. F. (2018). *Politics of the administrative process* (7th ed.). Washington, DC: CQ Press. ISBN: 978150357096.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Adams, G. B., & Balfour, D. L. (2010). Market-based government and the decline of organizational ethics. *Administration & Society*, 42(6), 615–637.
- Ammons, D. N., Liston, E. G., & Jones, J. A. (2013). Performance management purpose, executive engagement, and reported benefits among leading local governments. *State and Local Government Review*, 45(3), 172–179.
- Bolívar, M. P. R., Pérez, M. d. C. C., & López-Hernández, A. M. (2015). Online budget transparency in OECD member countries and administrative culture. *Administration & Society*, 47(8), 943–982.
- Callahan, R. F., & Gilbert, G. R. (2005). End-user satisfaction and design features of public agencies. *American Review of Public Administration*, 35(1), 57–73.
- Ho, A. T., & Ni, A. Y. (2004). Explaining the adoption of e-government features: A case study of Iowa county treasurers' offices. *American Review of Public Administration*, 34(2), 164–180.
- Jiminez, B. S. (2013). Strategic planning and the fiscal performance of city governments during the Great Recession. *American Review of Public Administration*, 43(5), 581–601.
- Kapucu, N., & Garayev, V. (2013). Designing, managing, and sustaining functionally collaborative emergency management networks. *American Review of Public Administration*, 43(3), 312–330.
- Kroll, A. (2013). Explaining the use of performance information by public managers: A planned-behavior approach. *American Review of Public Administration*, 45(2), 201–215.
- LeRoux, K. (2009). Managing stakeholder demands: Balancing responsiveness to clients and funding agents in nonprofit social service organizations. *Administration & Society*, 41(2), 158–184.
- Lurie, I., & Riccucci, N. M. (2003). Changing the "culture" of welfare offices: From vision to front lines. *Administration & Society*, 34(6), 653–677.
- Manoharan, A. (2013). A study of the determinants of county e-government in the United States. *American Review of Public Administration*, 43(2), 159–178.
- Newswander, C. B., & Newswander, L. K. (2015). Metis: Using wile and wisdom to inform administrative discretion. *American Review of Public Administration*, 45(2), 153–166.
- Page, S. (2006). The web of managerial accountability: The impact of reinventing government. *Administration & Society*, 38(2), 166–197.
- Stever, J. A. (2005). Adapting intergovernmental management to the new age of terrorism. *Administration & Society*, 37(4), 379–403.
- Ventriss, C. (2013). The economic crisis of 2008 and its substantive implications for public affairs. *American Review of Public Administration*, 43(6), 627–655.

- Visser, J. A. (2002). Understanding local government cooperation in urban regions: Toward a cultural model of interlocal relations. *American Review of Public Administration*, 32(1), 40–65.
- Wise, C. R., & Christensen, R. K. (2005). A full and fair capacity: Federal courts managing state programs. *Administration & Society*, 37(5), 576–610.
- Yang, K. (2011). Further understanding accountability in public organizations: Actionable knowledge and structure–agency duality. *Administration & Society*, 44(3), 255–284.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Vinzant, J., & Crothers, L. (1996). Street-level leadership: Rethinking the role of public servants in contemporary governance. *American Review of Public Administration*, 26(4), 457–476.

### Suggested

### Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

### Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Aberbach, J. D., & Christensen, T. (2014). Why reforms so often disappoint. *American Review of Public Administration*, 44(1), 3–16.
- Agranoff, R., & McGuire, M. (1999). Expanding intergovernmental management's hidden dimensions. *American Review of Public Administration*, 29(4), 352–369.
- Alford, J. (2002). Why do public-sector clients coproduce? Toward a contingency theory. *Administration & Society*, 34(1), 32–56.
- Bertelli, A. M., & Lynn, L. E., Jr. (2006). Public management in the shadow of the Constitution. *Administration & Society*, 38(1), 31–57.
- Binz-Scharf, M. C., Lazer, D., & Mergel, I. (2012). Search for answers: Networks of practice among public administrators. *American Review of Public Administration*, 42(2), 202–225.
- Brainard, L. A., & McNutt, J. G. (2010). Virtual government–citizen relations: Informational, transactional, or collaborative? *Administration & Society*, 42(7), 836–858.
- Brewer, G. A., Neubauer, B. J., & Geiselhart, K. (2006). Designing and implementing e-government systems: Critical implications for public administration and democracy. *Administration & Society*, 38(4), 472–499.
- Choi, S. O., & Brower, R. S. (2006). When practice matters more than government plans: A network analysis of local emergency management. *Administration & Society*, 37(6), 651–678.
- Davis, P., & West, K. (2008). What do public values mean for public action? Putting public values in their plural place. *American Review of Public Administration*, 39(6), 602–618.
- Durant, R. F. (2009). Theory building, administrative reform movements, and the perdurability of Herbert Hoover. *American Review of Public Administration*, 39(4), 327–351.
- Edwards, F. L. (2007). Federal intervention in local emergency planning: Nightmare on main street. *State and Local Government Review*, 39(1), 31–43.
- Francis, J. G., & Francis, L. P. (2011). Rights variation within a federalist system: Understanding the importance of mobility. *Political Research Quarterly*, 64(1), 82–93.
- Goodsell, C. T. (2007). Six normative principles for the contracting-out debate. *Administration & Society*, 38(6), 669–688.
- Hall, T. E., & O'Toole, L. J., Jr. (2000). Structures for policy implementation: An analysis of national legislation, 1965–1966 and 1993–1994. *Administration & Society*, 31(6), 667–686.
- Hess, D. B., & Lombardi, P. A. (2005). Governmental subsidies for public transit: History, current issues, and recent evidence. *Public Works Management & Policy*, 10(2), 138–156.
- Jørgensen, T. B., & Bozeman, B. (2007). Public values: An inventory. *Administration & Society*, 39(3), 354–359, 361–381.
- Kapucu, N., & Van Wart, M. (2008). Making matters worse: An anatomy of leadership failures in managing catastrophic events. *Administration & Society*, 40(7), 711–740.
- Kelly, J. M. (2005). A century of public budgeting reform: The "key" question. *Administration & Society*, 37(1), 89–109.

- Klinger, D. E., Nalbandian, J., & Romzek, B. S. (2002). Politics, administration, and markets: Conflicting expectations and accountability. *American Review of Public Administration*, 32(2), 117–144.
- Koski, C. (2015). Does a partnership need partners? Assessing partnerships for critical infrastructure protection. *American Review of Public Administration*, 45(3), 327–342.
- Lee, J. W., Rainey, H. G., & Chun, Y. H. (2010). Goal ambiguity, work complexity, and work routineness in federal agencies. *American Review of Public Administration*, 40(3), 284–308.
- Li, M., & Feeney, M. K. (2014). Adoption of electronic technologies in local U.S. governments: Distinguishing between e-services and communication technologies. *American Review of Public Administration*, 44(1), 75–91.
- Loyens, K., & Maesschalck, J. (2010). Toward a theoretical framework for ethical decision making of street-level bureaucracy. *Administration & Society*, 42(1), 66–100.
- Malhotra, N., & Popp, E. (2010). Bridging partisan divisions over antiterrorism policies: The role of threat perceptions. *Political Research Quarterly*, 65(1), 34–47.
- Newcomer, K., & Grob, G. (2004). Federal Offices of the Inspector General: Thriving on chaos? *American Review of Public Administration*, 34(3), 235–251.
- Paarlberg, L. E., & Gen, S. (2009). Exploring the determinants of nonprofit coproduction of public service delivery: The case of K-12 public education. *American Review of Public Administration*, 39(4), 391–408.
- Park, S. M., & Word, J. (2012). Driven to service: Intrinsic and extrinsic motivation for public and nonprofit managers. *Public Personnel Management*, 41(4), 705–734.
- Perry, J. L. (2007). Democracy and the new public service. *American Review of Public Administration*, 37(1), 3–16.
- Rosenbloom, D. H. (2013). Reflections on "Public Administration Theory and the Separation of Powers." *American Review of Public Administration*, 43(4), 381–396.
- Thompson, F. J. (2013). The rise of executive federalism: Implications for the picket fence and IGM. *American Review of Public Administration*, 43(1), 3–25.
- Thompson, J. R. (2001). The Clinton reforms and the administrative ascendancy of Congress. *American Review of Public Administration*, 31(3), 249–272.
- Verschuere, B., & Bach, T. (2012). Executive agencies, ministers, and departments: Can policy and management ever be separated? *Administration & Society*, 44(2), 183–206.
- Ward, R. C. (2007). The outsourcing of public library management: An analysis of the application of new public management theories from the principal-agent perspective. *Administration & Society*, 38(6), 627–648.
- Wilk, E. M., & Lamb, C. M. (2011). Federalism, efficiency, and civil rights enforcement. *Political Research Quarterly*, 64(2), 392–404.

## External Resource

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- Maynard-Moody, S., Musheno, M., & Palumbo, D. (1990). Street-wise social policy: Resolving the dilemma of street-level influence and successful implementation. *Political Research Quarterly*, 43(4), 833–848.
- Purdue Online Writing Lab. (n.d.). Memos. Retrieved from <https://owl.english.purdue.edu/owl/owlprint/590/>
- University of Maryland University College (UMUC). (n.d.). Executive summaries. Retrieved from <http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-summaries/index.cfm>

## Unit 1 >> Accountability

### Introduction

In Unit 1, we will examine the areas relating to accountability. Many people expect government to be effective, efficient, equitable, and accountable from a functional, service delivery, and fiduciary perspective. In this unit, you will examine the various facets pertaining to the notion of accountability as it concerns the realm of public administration. For instance:

- **Fiscal accountability** is concerned with whether agency officials spend money on the programs they are charged with managing.
- **Process accountability** considers how agencies perform their tasks.
- **Program accountability** focuses on whether a public program has achieved its purpose as defined in law.

From another vantage, we will explore responses to accountability problems and challenges, and we will examine the ethical dimensions pertaining to the nature of accountability as it concerns the public administrator and the work conducted on behalf of the public. In sum, accountability centers on the actions undertaken by those public administrators as they manage administrative, policy, and overall service delivery challenges within a complex decision-making framework.

### Learning Activities

## u01s1 - Studies

### Readings

Use your *Politics of the Administrative Process* text to read the following:

- Chapter 1, "Accountability," pages 1–23.

Use the Capella library to read the following:

- LeRoux, K. (2009). Managing stakeholder demands: Balancing responsiveness to clients and funding agents in nonprofit social service organizations. *Administration & Society*, 41(2), 158–184.
- Yang, K. (2011). Further understanding accountability in public organizations: Actionable knowledge and structure–agency duality. *Administration & Society*, 44(3), 255–284.

### Optional Readings

You may choose to consult the following resources:

- Bertelli, A. M., & Lynn, L. E., Jr. (2006). Public management in the shadow of the Constitution. *Administration & Society*, 38(1), 31–57.
- Brewer, G. A., Neubauer, B. J., & Geiselhart, K. (2006). Designing and implementing e-government systems: Critical implications for public administration and democracy. *Administration & Society*, 38(4), 472–499.

## u01s2 - Discussion Expectations

Read the discussion participation scoring guide to learn how the instructor will evaluate your discussion participation throughout this course. Also, review [Creating Strong Discussion Posts \[PDF\]](#).

As noted in the Course Summary, initial discussion posts are due on Thursdays and responses are due by Sunday of the same week.

### Initial Discussion Posts

- Your initial discussion posts in this course are expected to be at least 250 words and must include relevant examples and supporting evidence dated within the past five years. All other references must be cited using current APA style and format.
- Include one academic resource in addition to the materials assigned in this course to support your reasoning.
- The initial discussion posting must be made by Thursday of the current week.

### Response Guidelines

- The response should be at least 75 words. Support your reasoning with one academic resource in addition to the materials assigned in this course.
- Keep in mind that the objective of your response post is to stimulate discussion, to promote an exchange of ideas among learners, and, most importantly, to generate a sense of community in the courseroom.
- The response to one other learner's post must be made by Sunday of the current week.

## u01d1 - Internal-External Dynamic of Accountability

Select an example from social media or a familiar public realm that discusses the internal-external dynamics as they relate to accountability in delivering a public service or administering a public program. Provide insight into the implications and/or how the notions of accountability manifest in your example.

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

### u01d2 - Unit 1 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

### Unit 2 >> What the Government Does and How It Does It

#### Introduction

In this unit, you will examine the functions of the U.S. government in terms of the public administrative framework. Consider the vast nature and scope of government functions at the federal, state, and local levels. Such a consideration is inherently framed by the implications relating to the intersection between policy making and administration. The tools of government are examined in terms of both the direct and indirect impact that they have from a functional vantage. Implicitly, we see that much of what drives today's functions of government concerns how public services are eventually rendered to the public. The government's ability to manage is now more complex and involves a web of intricate relationships with a focus on accountability and performance measurement.

You will also examine the meaning of public administration, which is linked to the study of public bureaucracy. Public bureaucracy refers to public organizations and the formal, rational system of relations among persons vested with administrative authority to carry out public programs. It is important that we examine the implications concerning the definition of public administration. This analysis and review is furthered through a comparison of the nature of public administration to that of private administration. In a related sense, you will examine the Woodrow Wilson notion that public administration must be seen as a neutral instrument distinct from policy, politics, and a particular regime. Wilson's seminal work, "The Study of Administration," provides the notion of the policy-administration dichotomy. This notion provides for the separation of making policy from administration as framed by increasingly complex public problems.

Reference

Wilson, W. (1887). The study of administration. *Political Science Quarterly*, 2(2), 197–222.

#### Learning Activities

## u02s1 - Studies

### Readings

Use your *Politics of the Administrative Process* text to read the following:

- Chapter 2, "What Government Does—and How It Does It," pages 25–57.
- Chapter 3, "The Meaning of Public Administration," pages 58–81.

Use the Capella library to read the following:

- Newswander, C. B., & Newswander, L. K. (2015). Metis: Using wile and wisdom to inform administrative discretion. *American Review of Public Administration*, 45(2), 153–166.
- Vinzant, J., & Crothers, L. (1996). Street-level leadership: Rethinking the role of public servants in contemporary governance. *American Review of Public Administration*, 26(4), 457–476.

### Optional Readings

You may choose to consult the following resources:

- Binz-Scharf, M. C., Lazer, D., & Mergel, I. (2012). Search for answers: Networks of practice among public administrators. *American Review of Public Administration*, 42(2), 202–225.
- Malhotra, N., & Popp, E. (2010). Bridging partisan divisions over antiterrorism policies: The role of threat perceptions. *Political Research Quarterly*, 65(1), 34–47.
- Maynard-Moody, S., Musheno, M., & Palumbo, D. (1990). Street-wise social policy: Resolving the dilemma of street-level influence and successful implementation. *Political Research Quarterly*, 43(4), 833–848.
- Newcomer, K., & Grob, G. (2004). Federal Offices of the Inspector General: Thriving on chaos? *American Review of Public Administration*, 34(3), 235–251.

## u02s2 - Assignment Preparation

Your Unit 4 assignment involves applying a theoretical framework to an issue of your choice. Be sure to familiarize yourself with the assignment instructions and scoring guide criteria.

You are encouraged to refer to the APA manual to ensure you are citing all your sources appropriately in your assignment as this is part of the grading requirements.

You may also use APA Style Central for guidance in using proper APA style. See the [APA Style and Format](#) section of the Writing Center for instructions on accessing and using APA Style Central.

### Optional Resources – Theory Study

This week, start to think about the issue that you want to explore. Consider the theories and theoretical frameworks that may properly align to the topical area that covers your issue. In addition to the required resources in Units 1–4, it may be beneficial to explore the following optional resources in order to gain exposure to more theories and theoretical frameworks.

- Alford, J. (2002). Why do public-sector clients coproduce? Toward a contingency theory. *Administration & Society*, 34(1), 32–56.
- Durant, R. F. (2009). Theory building, administrative reform movements, and the perdurability of Herbert Hoover. *American Review of Public Administration*, 39(4), 327–351.
- Goodsell, C. T. (2007). Six normative principles for the contracting-out debate. *Administration & Society*, 38(6), 669–688.
- Hall, T. E., & O'Toole, L. J., Jr. (2000). Structures for policy implementation: An analysis of national legislation, 1965-1966 and 1993-1994. *Administration & Society*, 31(6), 667–686.
- Kelly, J. M. (2005). A century of public budgeting reform: The "key" question. *Administration & Society*, 37(1), 89–109.
- Klinger, D. E., Nalbandian, J., & Romzek, B. S. (2002). Politics, administration, and markets: Conflicting expectations and accountability. *American Review of Public Administration*, 32(2), 117–144.
- Lee, J. W., Rainey, H. G., & Chun, Y. H. (2010). Goal ambiguity, work complexity, and work routineness in federal agencies. *American Review of Public Administration*, 40(3), 284–308.
- Loyens, K., & Maesschalck, J. (2010). Toward a theoretical framework for ethical decision making of street-level bureaucracy. *Administration & Society*, 42(1), 66–100.



- Paarlberg, L. E., & Gen, S. (2009). Exploring the determinants of nonprofit coproduction of public service delivery: The case of K-12 public education. *American Review of Public Administration*, 39(4), 391–408.
- Rosenbloom, D. H. (2013). Reflections on "Public Administration Theory and the Separation of Powers." *American Review of Public Administration*, 43(4), 381–396.
- Thompson, F. J. (2013). The rise of executive federalism: Implications for the picket fence and IGM. *American Review of Public Administration*, 43(1), 3–25.
- Verschuere, B., & Bach, T. (2012). Executive agencies, ministers, and departments: Can policy and management ever be separated? *Administration & Society*, 44(2), 183–206.
- Wilk, E. M., & Lamb, C. M. (2011). Federalism, efficiency, and civil rights enforcement. *Political Research Quarterly*, 64(2), 392–404.
- Wise, C. R., & Christensen, R. K. (2005). A full and fair capacity: Federal courts managing state programs. *Administration & Society*, 37(5), 576–610.

## u02d1 - Federalism and Levels of Government

The *Politics of the Administrative Process* text suggests public administration serves blended functions in a system of federalism. What does this mean? What do you think about the different levels of government having different areas of primary responsibility but not exclusive responsibility over any one aspect? Discuss this in terms of efficiency and in terms of accountability.

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

### Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

## u02d2 - Bureaucracy

Although the term *bureaucracy* is neutral, it is laden with deeply negative connotations. Why is this the case? Is bureaucracy doomed to this status because carrying out power is a necessary evil, or are there other avoidable aspects to bureaucracy's bad rap?

The *Politics of the Administrative Process* text cites a prime minister from the former Soviet Union, saying, "Creating the appearance of work, taking cover behind hollow rhetoric, bureaucracy may hold back the improvement of the economic mechanism, dampen independence and initiative and erect barriers to innovation" (as cited in Kettl, 2018, p. 60). What do you think?

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Reference

Kettl, D. F. (2018). *Politics of the administrative process* (7th ed.). Washington, DC: CQ Press.

Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

### u02d3 - Unit 2 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

### Unit 3 >> Organizational Theory

#### Introduction

In this unit, you will examine the area of organizational theory. The structural approach to large organizations relates to the notion that structure is the basic building block of organizations—it is the formal arrangement among the people engaged in the organization's mission. In this sense, we will examine the nature and administrative implications pertaining to the structural approach as well as to other approaches of organizational theory. The scholarship of Weber, Gulick, Taylor, and others will be considered in terms of the public organization and its disposition in the overall organizational theory landscape.

#### Learning Activities

#### u03s1 - Studies

## Readings

Use your *Politics of the Administrative Process* text to read the following:

- Chapter 4, "Organizational Theory," pages 83–116.

Use the Capella library to read the following:

- Lurie, I., & Riccucci, N. M. (2003). Changing the "culture" of welfare offices: From vision to front lines. *Administration & Society*, 34(6), 653–677.
- Visser, J. A. (2002). Understanding local government cooperation in urban regions: Toward a cultural model of interlocal relations. *American Review of Public Administration*, 32(1), 40–65.

## Multimedia

View Public Administration Theoretical Landscape, a piece that will provide an overview of theory and how theory is operationalized. This piece will also prepare you for your Unit 4 assignment.

### u03d1 - The Structural Approach

The structural approach is one of the dominant approaches for the study of large-scale administration. What role do hierarchy and authority have in this approach? How are Gulick's classical model and Weber's bureaucratic model examples of this approach?

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

### u03d2 - Organizational Theory

Which organizational theory aligns with your topical area of concern? What are the key implications relating to how this topical area may be approached and analyzed through this theoretical construct?

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.

- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

#### Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

### u03d3 - Unit 3 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

### Unit 4 >> The Executive Branch

#### Introduction

In this unit, you will examine the areas relating to the executive branch of the United States government, such as cabinet departments, independent agencies, bureaus, field offices, the White House, and the Executive Office of the President. Problems managing these components will be examined. The complex administrative and management nature of the Executive Office of the President and the White House will be examined in this regard. Many of the challenges encountered in the executive branch relate to the management capacity (or the lack thereof) of the president as manifested in the various councils, offices, and departments, which are driven by a complex set policy and functional imperatives.

You will also examine organizational problems, including the various organizational values that are intrinsic to organizational structure. You will consider the nature of the effective organization and areas such as interagency coordination, interagency conflict, and other facets of the organization. The role of staff will be reviewed as it concerns the effective functioning of the organization. Reorganization will be highlighted in relation to efforts to solve and mitigate ongoing organizational concerns from an effectiveness vantage. In sum, we will see that today's organizational problems fall into patterns that reoccur and can be seen at all levels of government as framed by complex bureaucratic structures and systems.

#### Learning Activities

#### u04s1 - Studies

## Readings

Use your *Politics of the Administrative Process* text to read the following:

- Chapter 5, "Executive Branch," pages 118–143.
- Chapter 6, "Organizational Problems," pages 144–170.

Use the Capella library to read the following:

- Kapucu, N., & Garayev, V. (2013). Designing, managing, and sustaining functionally collaborative emergency management networks. *American Review of Public Administration*, 43(3), 312–330.

- Stever, J. A. (2005). Adapting intergovernmental management to the new age of terrorism. *Administration & Society*, 37(4), 379–403.

## Optional Readings

You may choose to consult the following resources:

- Aberbach, J. D., & Christensen, T. (2014). Why reforms so often disappoint. *American Review of Public Administration*, 44(1), 3–16.
- Choi, S. O., & Brower, R. S. (2006). When practice matters more than government plans: A network analysis of local emergency management. *Administration & Society*, 37(6), 651–678.
- Edwards, F. L. (2007). Federal intervention in local emergency planning: Nightmare on main street. *State and Local Government Review*, 39(1), 31–43.
- Koski, C. (2015). Does a partnership need partners? Assessing partnerships for critical infrastructure protection. *American Review of Public Administration*, 45(3), 327–342.
- Li, M., & Feeney, M. K. (2014). Adoption of electronic technologies in local U.S. governments: Distinguishing between e-services and communication technologies. *American Review of Public Administration*, 44(1), 75–91.
- Thompson, J. R. (2001). The Clinton reforms and the administrative ascendancy of Congress. *American Review of Public Administration*, 31(3), 249–272.

### u04a1 - Introduction, Background, and Theory Framework

## Assignment Overview

In defining and addressing an issue in the realm of public administration, it is essential to study and understand the proper theoretical framework that is related to that issue. In this first assignment, you will introduce the nature of your public administration topical area, define the central issue, and apply a theoretical framework related to the central issue. You will align the perspective to the theoretical framework within its topical area. This assignment will introduce you to theories and concepts, which will prepare you for more operational work in later assignments. It is important to incorporate source material such as GAO, OMB, and CBO.

## Assignment Instructions

In a 6–8 page paper, address the following:

### Part 1: Introduction

- Describe the issue in the chosen topical area from a public administration perspective.
  - Properly identify the context of the issue as related to a model of federalism.

### Part 2: Background and Definition

- Define the focus of your analysis of the issue in terms of involvement of the state legislature or courts.
  - Include any relevant ethical, diversity, and equity concerns related to your topical area.
  - Incorporate research from literature and public source material (GAO, OMB, et cetera).

### Part 3: Identification and Application of Theoretical Framework

- Align the theoretical framework with the topical area within the proper realm of public administration.
  - Identify the key manner in which this alignment informs the nature of the topic to the interaction with the theoretical framework.
- Analyze how the chosen theoretical framework is used within its topical area.
- Apply the theoretical framework effectively to its topical area.
  - Identify areas of concern as directed by interactions with the topical area.
  - Provide insight into how the theory informed the practice.
  - Provide direction for approaching the topical area in a meaningful way.
- Evaluate the impact of the theoretical framework on the chosen topical area.
  - Describe how measured outcomes are being received—is there proper classification, or are there related expenditures?
  - Identify any larger issues that could be mitigated by training.

**Example assignment:** You may use the assignment example, linked in the Resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

## Submission Requirements

- **Written communication:** Your writing should clearly identify where each grading criterion or part of the assignment is addressed. Your points must be logical, substantive, and relevant based on the evidence presented. The writing must be free of errors that detract from the overall message.
- **APA guidelines:** Resources and citations must be formatted according to current APA style and formatting. When appropriate, use APA-formatted headings.
- **Resources:** Your ideas must be supported with relevant scholarly sources that are dated within the past five years and are properly cited and referenced in current APA style.
- **Length of paper:** 6–8 typed, double-spaced pages, not including the title page and references.
- **Font and font size:** Times New Roman, 12 point.
- **Writing assistance:** Additional resources and support are available through the Writing Center and Smarthinking's free, online tutoring service.

Review the scoring guide for the grading criteria for this assignment.

Course Resources

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[Introduction to the Writing Center](#)

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[Smarthinking](#)

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Assignment 4 Example [PDF]

### u04d1 - Organizational Concerns

What persistent organizational concerns occur in a neutral-competence framework? How do these concerns manifest in terms of your topical area? Review some of the key implications relating to the manner in which these concerns help you to understand the nature of your topical area.

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

### u04d2 - Unit 4 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

### Unit 5 >> Administrative Reform

#### Introduction

In this unit, you will examine administrative reform approaches and strategies at the federal, state, and local levels of government. Reform strategies that will be explored and assessed include downsizing, reengineering, and continuous improvement. You will also explore how the fundamental precepts of each movement directly conflict with others.

While performance management reshapes incentives throughout the (service delivery) system, continuous improvement, in contrast, tends to be gradual, continuous movement from the bottom up to the top of the organization. In this regard, total quality management (TQM) seeks to improve quality within existing processes through continuous improvement.

Supporters of downsizing believe dramatic action is required; supporters of reengineering and continuous improvement believe greater efficiency and smaller organizations ought to be the result. Reengineering seeks to transform lower-level workers by dramatic policy change at the top; continuous improvement prefers to let lower level workers define an organization's transformation. Ultimately, the approach that works best is unknown because it relates to the conduct of today's public administration and is subject to ongoing research.

#### Learning Activities

##### u05s1 - Studies

## Readings

Use your *Politics of the Administrative Process* text to read the following:

- Chapter 7, "Administrative Reform," pages 172–199.

Use the Capella library to read the following:

- Ammons, D. N., Liston, E. G., & Jones, J. A. (2013). Performance management purpose, executive engagement, and reported benefits among leading local governments. *State and Local Government Review*, 45(3), 172–179.
- Kroll, A. (2013). Explaining the use of performance information by public managers: A planned-behavior approach. *American Review of Public Administration*, 45(2), 201–215.

## Optional Readings

You may choose to consult the following resources:

- Park, S. M., & Word, J. (2012). Driven to service: Intrinsic and extrinsic motivation for public and nonprofit managers. *Public Personnel Management*, 41(4), 705–734.
- Perry, J. L. (2007). Democracy and the new public service. *American Review of Public Administration*, 37(1), 3–16.

##### u05s2 - Assignment Preparation

Your Unit 7 assignment consists of a 10–13 page management plan. Read the assignment instructions and familiarize yourself with the grading criteria. It may be helpful to create a work plan over the next two weeks so you have budgeted your time efficiently.

## u05d1 - Reengineering

Define reengineering, which is another approach to governmental reform. How have H. George Frederickson or others criticized reengineering? How did President Bill Clinton and President George W. Bush react to this approach? When do you think reengineering should be implemented?

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

### Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

## u05d2 - Public Administration Paradox

According to the *Politics of the Administrative Process* text, public administration can be described as a paradox. There is "an enduring sense that public bureaucracy is a large, immovable object, and a fundamental belief that top executives need to produce deep, constant change. Few elected officials champion the cause of public administration per se, but no official can ignore the imperative to make public programs work" (Kettl, 2018, p. 173).

What do you think of this paradox in terms of your topical area, the notion of effectiveness, and the conduct of today's public administration?

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.



## Reference

Kettl, D. F. (2018). *Politics of the administrative process* (7th ed.). Washington, DC: CQ Press.

## Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

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## u05d3 - Unit 5 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

## Unit 6 >> Civil Service and Human Capital

### Introduction

In this unit, you will examine civil service. The civil service system is the employment system used by democratic governments to minimize political tinkering with the administrative process so that administrative expertise can be inculcated in the delivery of public services. Employees are hired by merit, paid according to position, protected from political interference and dismissal, and obligated to meet accountability and performance measures.

You will also examine some of the fundamental elements of the civil service system, such as position classification in which positions are defined according to occupation, degree of difficulty, and responsibility. You will explore other management actions, such as reductions in force (RIFs) in which governments reduce their personnel ceilings to accommodate budgets requirements. You will also undertake an examination of the impact of employee unions on the conduct of today's public administration. In the final analysis, you will see that a high-quality workforce remains central to the successful, effective delivery of public administration services.

In this unit, you will also explore human capital, which relates to the development of a strategy to recruit and retain the workers the government needs and to ensure that they produce strong and effective government programs. Consider some of the key challenges to building human capital in terms of the public service. You will review the efforts of the U.S. Office of Personnel Management (OPM), the Office of Management and Budget (OMB), and the U.S. Government Accountability Office (GAO) to build human capital within the federal service. Moreover, the political realm as well as career development initiatives (for example, senior executive service) will be considered in terms of the impact on the nature of human capital within the public sector. In the end, human capital problems will be an ongoing challenge concerning our system of governance.

### Learning Activities

## u06s1 - Studies

## Readings

Use your *Politics of the Administrative Process* text to read the following:

- Chapter 8, "The Civil Service," pages 201–229.
- Chapter 9, "Human Capital," pages 232–263.

Use the Capella library to read the following:

- Callahan, R. F., & Gilbert, G. R. (2005). End-user satisfaction and design features of public agencies. *American Review of Public Administration*, 35(1), 57–73.
- Jiminez, B. S. (2013). Strategic planning and the fiscal performance of city governments during the Great Recession. *American Review of Public Administration*, 43(5), 581–601.

## Multimedia

Complete [Riverbend City: Program Innovation and Stakeholder Concerns](#), a quick simulation that will give you the opportunity to practice applying theories and notions of accountability using reports and public source material. You will use this activity as part of your response to the second Unit 6 discussion question.

## Optional Readings

You may choose to consult the following resources:

- Kapucu, N., & Van Wart, M. (2008). Making matters worse: An anatomy of leadership failures in managing catastrophic events. *Administration & Society*, 40(7), 711–740.
- Ward, R. C. (2007). The outsourcing of public library management: An analysis of the application of new public management theories from the principal-agent perspective. *Administration & Society*, 38(6), 627–648.

### u06s2 - Assignment Preparation

Your Unit 7 assignment is due next week. If you have not done so already, read the assignment instructions and familiarize yourself with the grading criteria.

A component of your assignment is to incorporate instructor feedback from your Unit 4 assignment. Be sure to read the feedback provided and contact your instructor if any feedback needs clarification.

### u06d1 - Pendleton Civil Service Act of 1883

The Pendleton Civil Service Act of 1883 established several features of the U.S. civil service that remain to this day. The four features outlined by Kettl (2018) on page 203 of the *Politics of the Administrative Process* text are:

- Government hires employees by merit.
- Government pays according to their positions, not their personal characteristics.
- Government workers are protected from political interference and dismissal once in the system.
- Government workers have an obligation to accountability.

What do you think of these four features? Which ones do you think contribute to government efficiency? What about government transparency? Which support democratic values? Do any run contrary to these values? Why do you think they were established, and why do you think they have endured?

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

#### Reference

Kettl, D. F. (2018). *Politics of the administrative process* (7th ed.). Washington, DC: CQ Press.

#### Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

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### u06d2 - Turnover

Turnover is a major problem when staffing political appointees. How do political appointees relate to or impact your topical area? What are some problems or opportunities created by this rapid turnover in terms of your topical area?

Your initial post should be at least 250 words. Support your ideas with your work completed in the Riverbend City: Program Innovation and Stakeholder Concerns simulation, along with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

#### Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

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[Riverbend City: Program Innovation and Stakeholder Concerns](#) | Transcript

### u06d3 - Unit 6 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

## Unit 7 >> Decision Making

### Introduction

In this unit, you will examine decision making, which can be considered the quintessential administrative act. You will consider the goals for approaches to decision making, such that each approach must rectify issues surrounding information and values. Both information and values constantly intermingle as administrators seek to make decisions.

Information is the basic raw material of decisions. Decision makers must acquire, weigh, and act on the data they collect. Decisions depend on judgments about the nature of the dilemma, the probabilities of events, and the desirability of consequences. Various decision-making approaches will be considered, such as the rational approach, public-choice approach, and the bargaining approach. The utility and limitations of each approach will be reviewed.

### Learning Activities

#### u07s1 - Studies

### Readings

Use your *Politics of the Administrative Process* text to read the following:

- Chapter 10, "Decision Making: Rationality and Risks," pages 265–294.

Use the Capella library to read the following:

- Ho, A. T., & Ni, A. Y. (2004). Explaining the adoption of e-government features: A case study of Iowa county treasurers' offices. *American Review of Public Administration*, 34(2), 164–180.
- Ventriss, C. (2013). The economic crisis of 2008 and its substantive implications for public affairs. *American Review of Public Administration*, 43(6), 627–655.

#### u07a1 - Application of Analysis Methods and Techniques

### Assignment Overview

In the first assignment, you analyzed and aligned your theoretical framework within its topical area. For this assignment, you will apply your analysis to the creation of a management plan.

For the purpose of this course, a management plan is an approach to engage action with your topical area of concern based on key analysis of evaluative criteria pertaining to this area of public administration and management. The aim of this plan is to help you organize your insights from your review of the literature concerning how this area can be mitigated or managed more effectively in the practitioner realm.

In this assignment, you will construct a management plan to address the nature of the issue related to your topical area, develop evaluative criteria to judge the merits of your management plan, and apply the appropriate analytical methods to assess the nature of your management plan as related to your chosen theoretical framework. You will also identify and explore the impact and insights provided by other theories as suggested by this analysis, identify recommendations based on the findings of the topical analysis, and provide a conclusion related to your management plan.

### Assignment Instructions

In a 10–13 page plan, address the following:

- Apply an appropriate perspective of public administration to your management plan as it relates to your topical area.
  - Relate theory and perspective to the topical area.
  - Identify problem components of the theory in terms of operations. Identify any key issues.
  - Explore the manner in which the theory is made operational and relate it to an outcome.
- Identify alternative strategies to address the topical area from a public administration perspective.

- Develop evaluative criteria to judge the merits of the management plan.
  - Consider the following questions:
    - Are all concerns related to the topical area addressed?
    - What are the outcomes?
    - Does the management plan offer the potential to address issues?
    - How is quality being measured?
    - Does the plan improve the effectiveness of this topical area of the project, program, or initiative?
- Evaluate diversity and equity considerations related to the nature and scope of the management plan.
  - Define equity as it relates to your program.
    - Consider how this embeds itself in management.
    - Consider how this relates to the plan.
- Evaluate the political context related to the nature and scope of the management plan as framed by public administration perspectives.
  - Consider the implications pertaining to the political context and federalism.
- Develop suitable recommendations based on the findings of your analysis pertaining to the construct of the management plan.
  - Identify gaps based on your analysis.
  - Identify any innovations that arose through your analysis.
- Incorporate relevant instructor feedback from your previous coursework.

**Example assignment:** You may use the assignment example, linked in the Resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

## Submission Requirements

- **Written communication:** Your writing should clearly identify where each grading criterion or part of the assignment is addressed. Your points must be logical, substantive, and relevant based on the evidence presented. The writing must be free of errors that detract from the overall message.
- **APA guidelines:** Resources and citations must be formatted according to current APA style and formatting. When appropriate, use APA-formatted headings.
- **Resources:** Your ideas must be supported with relevant scholarly sources that are dated within the past five years and are properly cited and referenced in current APA style.
- **Length of paper:** 10–13 typed, double-spaced pages, not including the title page and references.
- **Font and font size:** Times New Roman, 12 point.
- **Writing assistance:** Additional resources and support are available through the Writing Center and Smarthinking's free, online tutoring service.

Review the scoring guide for the grading criteria for this assignment.

Course Resources

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[Smarthinking](#)

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[Introduction to the Writing Center](#)

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Assignment 7 Example [PDF]

### u07d1 - Decision-Making Issues

How do each of the following issues present a problem for all approaches to decision making?

- Uncertainty.
- Weak information flow.
- Crises.

How do these issues impact your topical area of concern from both short-term and long-term decision-making vantages?

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

### u07d2 - Unit 7 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

### Unit 8 >> Budgeting

#### Introduction

In this unit, you will examine budgeting and how budget decisions shape government programs.

Budgeting can be related to three big questions:

- What should government do?
- Who in government should decide?
- How should the decisions be made?

The economic role of the budget will be examined. Key terms and definitions pertaining to budgeting will be presented, and key drivers such as the economy will be detailed in terms of its impact and influence on the budgeting function. We will see that budget making depends critically on estimating the likely levels of economic growth, unemployment, inflation, and interest rates.

The political role of the budget will be assessed, and various reforms related to the federal level of budgeting will be highlighted. The budget process and its facets will be detailed in terms of the federal level of government. Budgeting is a critical determinant in shaping critical policy decisions.

#### Learning Activities

### u08s1 - Studies

## Readings

Use your *Politics of the Administrative Process* text to read the following:

- Chapter 11, "Budgeting," pages 296–325.

Use the Capella library to read the following:

- Adams, G. B., & Balfour, D. L. (2010). Market-based government and the decline of organizational ethics. *Administration & Society*, 42(6), 615–637.
- Bolívar, M. P. R., Pérez, M. d. C. C., & López-Hernández, A. M. (2015). Online budget transparency in OECD member countries and administrative culture. *Administration & Society*, 47(8), 943–982.

## Optional Readings

You may choose to consult the following resources:

- Hess, D. B., & Lombardi, P. A. (2005). Governmental subsidies for public transit: History, current issues, and recent evidence. *Public Works Management & Policy*, 10(2), 138–156.

## Multimedia

Complete Riverbend City: Technology Underutilization Analysis, a quick simulation in which you will analyze the basis of the underuse of an implemented program and determine solutions for increasing utilization. You will use this activity as part of your response to the second Unit 8 discussion question.

### u08s2 - Assignment Preparation

Your Unit 9 assignment is due next week. Be sure to read the assignment instructions and familiarize yourself with the grading criteria.

A component of your assignment is to incorporate instructor feedback from your Unit 7 assignment. Be sure to read the feedback provided and contact your instructor if any feedback needs clarification.

## Optional Resources

You may wish to view these resources for guidance on the creation of memorandums and executive summaries.

- Purdue Online Writing Lab. (n.d.). Memos. Retrieved from <https://owl.english.purdue.edu/owl/owlprint/590/>
- University of Maryland University College (UMUC). (n.d.). Executive summaries. Retrieved from <http://www.umuc.edu/current-students/learning-resources/writing-center/writing-resources/executive-summaries/index.cfm>

### u08d1 - Budget Allocation

V. O. Key's fundamental question "on what basis shall it be decided to allocate x dollars to activity A instead of activity B?" (as cited in Kettl, 2018, p. 297) is at the core of budgeting in government. How do values and institutions influence the answers to this question? How does this question get politicized?

One of the large questions surrounding federal budgeting is how citizens and public officials make decisions about where to allocate money. The *Politics of the Administrative Process* text discusses how coming to the answers involves not only using process and analysis but also weighing normative values (noting how often the word "should" comes in to budgetary discussions). What do you think about these normative values in particular? The process and analysis component have an objective aspect, but this final component is a much more subjective one. As government spends tax dollars, is there a necessary discussion that needs to take place involving normative values or not?

Your initial post should be at least 250 words. Support your ideas with your work from the Riverbend City: Technology Underutilization Analysis simulation, along with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

### Reference

Kettl, D. F. (2018). *Politics of the administrative process* (7th ed.). Washington, DC: CQ Press.

### Course Resources

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Graduate Discussion Participation Scoring Guide

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[Riverbend City: Technology Underutilization Analysis](#) | [Transcript](#)

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Creating Strong Discussion Posts [PDF]

## u08d2 - Unit 8 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

## Unit 9 >> Implementation, Performance, and Regulation of the Courts

### Introduction

In this unit, you will examine the area relating to implementation and performance. Implementation concerns the execution of laws. You will examine how implementation emphasizes the programs and the results they produce. This unit also considers problems of performance, such as those related to leadership or capacity matters. Some key points to consider for implementation are that there is an increasing intermingling of federal-state-local and private-public roles in society, that goals can change over time, and that the problem of information distortion intensifies when bureaucratic boundaries are crossed. Finally, a review of various approaches to performance management will be conducted. Ultimately, the problems we label "implementation" instead reflect larger administrative issues. Many implementation problems relate to the increasing complexity of American society and the problems encountered.

You will also examine the area relating to regulation and the courts. You will see that the regulation is the foundation of government's work. Regulations are fashioned in order to change behavior when the unchecked pursuit of self-interest could harm others. Regulations also control how government agencies and employees go about their administrative tasks, especially in regulating private behavior. As such, you will examine the background of the regulatory function, the different kinds of regulation, and the role or impact of regulatory agencies. Regulatory procedure and the rule-making process are considered—in addition to how court regulation impacts the conduct of today's public administration. Finally, you will assess the ongoing impact of presidential regulation on the regulatory realm. A central responsibility of government concerns the regulation of the behavior of private individuals and corporations to protect others from harm. Administrative discretion is an important aspect of the regulatory process as vested in the regulatory agencies.



## Learning Activities

### u09s1 - Studies

## Readings

Use your *Politics of the Administrative Process* text to read the following:

- Chapter 12, "Implementation and Performance," pages 326–359.
- Chapter 13, "Regulation and the Courts," pages 361–388.

Use the Capella library to read the following:

- Manoharan, A. (2013). A study of the determinants of county e-government in the United States. *American Review of Public Administration*, 43(2), 159–178.
- Wise, C. R., & Christensen, R. K. (2005). A full and fair capacity: Federal courts managing state programs. *Administration & Society*, 37(5), 576–610.

## Optional Readings

You may choose to consult the following resources:

- Agranoff, R., & McGuire, M. (1999). Expanding intergovernmental management's hidden dimensions. *American Review of Public Administration*, 29(4), 352–369.
- Brainard, L. A., & McNutt, J. G. (2010). Virtual government–citizen relations: Informational, transactional, or collaborative? *Administration & Society*, 42(7), 836–858.
- Francis, J. G., & Francis, L. P. (2011). Rights variation within a federalist system: Understanding the importance of mobility. *Political Research Quarterly*, 64(1), 82–93.

### u09s1 - Learning Components

- Examine the role of evaluation and information in improving program implementation.
- Examine the forces that contribute to success and failure in program implementation.
- Explain the role of state and local governments and the private sector as partners in implementing government programs.

### u09s2 - Assignment Preparation

Your Unit 10 assignment is due next week. Be sure to read the assignment instructions and familiarize yourself with the grading criteria.

### u09a1 - PA Management Plan Memorandum and Executive Summary

## Assignment Overview

In this unit, you will incorporate the information from your Unit 7 management plan into a 4–6 page memorandum and a one-page executive summary. This type of material would be reviewed by decision makers and supervisors that are impacted by your work. These documents render your material in a credible light.

Be sure to review the assignment preparation materials to help guide how to write a memorandum and executive summary properly. Also, revise your paper to incorporate coursework from Units 7, 8, and 9 to broaden and deepen your analysis. Integrate any revisions provided by instructor feedback on the assignments for Units 4 and 7. You will submit the memorandum and executive summary as your artifacts for assessment.

## Assignment Instructions

For this assignment, complete the following:

- Formulate an executive summary with supporting information from a memorandum.

- Consult your Unit 7 assignment and instructor feedback to guide your formulation.
- Construct a proper memorandum.
- Explain how the political context of the topical area impacts management as well as its disposition from the leadership perspective.
- Explain how the topical area considers the nature, scope, and impact of the involvement of the legislative branches.
- Identify alternative strategies for the management plan to address a topical area from a public administration perspective.
- Develop suitable recommendations based on the findings of analysis pertaining to the construct of the management plan.

**Example assignment:** You may use the assignment example, linked in the Resources, to give you an idea of what a Proficient or higher rating on the scoring guide would look like.

## Submission Requirements

- **Written communication:** Your writing should clearly identify where each grading criterion or part of the assignment is addressed. Your points must be logical, substantive, and relevant based on the evidence presented. The writing must be free of errors that detract from the overall message.
- **APA guidelines:** Resources and citations must be formatted according to current APA style and formatting. When appropriate, use APA-formatted headings.
- **Resources** Your ideas must be supported with relevant scholarly sources that are dated within the past five years and are properly cited and referenced in current APA style.
- **Length of paper:** 5–7 typed pages.
- **Font and font size:** Times New Roman, 12 point.
- **Writing assistance:** Additional resources and support are available through the Writing Center and Smarthinking's free, online tutoring service.

Review the scoring guide for the grading criteria for this assignment.

Course Resources

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[Introduction to the Writing Center](#)

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[Smarthinking](#)

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Assignment 9 Example [PDF]

### u09d1 - Efficiency, Accountability, and Coordination

The study of public administration forces the study of efficiency versus accountability versus coordination. How do those three elements—efficiency, accountability, and coordination—function in the regulation of administration? How do the elements function in your organization?

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

Course Resources

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Graduate Discussion Participation Scoring Guide

## u09d2 - Unit 9 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

## Unit 10 >> Accountability and Politics

### Introduction

In this unit, you will examine the areas relating to accountability and politics. You will also consider the fundamental aspect of our system of governance as it relates to the notion of the separation of powers. Congress creates the organizational structure within which bureaucrats work, and Congress authorizes the bureaucrats' positions and the programs they administer. Congress appropriates funds and retains the right to investigate how bureaucrats spend the money and run the programs.

In this unit, we examine the implications surrounding these and other important oversight roles assumed by Congress. From another vantage, you will examine the notion of accountability in terms of the work undertaken by today's public administrators. We will consider how such accountability measures are secured. Finally, you will explore the context that helps to foster a meaningful ethical posture for public administrators in their public service portfolio.

### Learning Activities

#### u10s1 - Studies

## Readings

Use your *Politics of the Administrative Process* text to read the following:

- Chapter 14, "Accountability and Politics," pages 390–415.

Use the Capella library to read the following:

- Page, S. (2006). The web of managerial accountability: The impact of reinventing government. *Administration & Society*, 38(2), 166–197.

## Optional Readings

You may choose to consult the following resources:

- Davis, P., & West, K. (2008). What do public values mean for public action? Putting public values in their plural place. *American Review of Public Administration*, 39(6), 602–618.
- Jørgensen, T. B., & Bozeman, B. (2007). Public values: An inventory. *Administration & Society*, 39(3), 354–359, 361–381.

## Multimedia

Use Reflections on the Public Administration Dichotomy to consider public administration perspectives relative to your topical area as driven by your management plan.

## u10a1 - Presentation of PA Management Plan

### Assignment Instructions

For the final assignment of the course, you will submit a presentation of your public administration management plan. Think about the focus of your management plan and choose an audience that relates to, and is of central nature to, your plan. You will then tailor your presentation to the interest areas of your stakeholders. You will submit the presentation as your artifact for assessment.

Address the following in your presentation:

- Present information in a concise and organized fashion.
- Align the presentation content with the needs and interests of the chosen stakeholder audience.
- Provide an introduction to the topical area.
  - Explain the background and definition of the issue you are focusing on.
- Explain the methodology that underpinned your analysis.
  - Describe the chosen theoretical framework.
- Explain the key findings from your analysis.
- Provide recommendations derived from your analysis.
- Provide validation and support for your recommendations and conclusions aligned with findings on the impact of the management plan.
- Provide a conclusion to the presentation.
- Provide proper APA citation.

### Submission Requirements

You will use the speaker's notes section within the PowerPoint slides to provide all the information relevant to each slide, which you would otherwise present verbally.

- **Written communication:** Written communication is free of errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting. Slide content does not need to conform to APA style.
- **Number of resources:** Include a minimum of five peer-reviewed resources that are dated within the past five years and formatted according to APA guidelines.
- **Length of presentation:** 10–12 slides. Each slide in your presentation must include succinct, well-organized content presented in a readable format (such as bulleted or numbered lists), as well as speaker notes that demonstrate your plan to communicate effectively with your audience.
- **Writing assistance:** Additional resources and support are available through the Writing Center and Smarthinking's free, online tutoring service.

Review the scoring guide for the grading criteria for this assignment.

#### Course Resources

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[Smarthinking](#)

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[Introduction to the Writing Center](#)

## u10d1 - Values

Chapter 14 in your *Politics of the Administrative Process* text ends by discussing ethics and the public service. According to the chapter, ethics are substantially dependent on the decisions that individual administrators make and the values they hold. How does that seem to you? Do you trust the decisions of individual administrators? Do you think ethics can be taught? Or do you agree, like the text, that a careful balance must be maintained between "the individual values of public administrators and the professional training they bring to the job . . . a balance between the cultures of their agencies and the oversight of external forces. . . . and a strong relationship between public administrators and the citizens to whom they ultimately are responsible" (Kettl, 2018, p. 410)? Is it possible to promote or maintain this kind of balance?

Your initial post should be at least 250 words. Support your ideas with relevant examples and evidence dated within the past five years. Include at least one academic resource in addition to materials assigned in this course to support your reasoning. All references must be cited using current APA style and format.

## Response Guidelines

Review the posts of your peers and respond to at least one, using one of the following approaches:

- Identify knowledge gaps or unknowns that were not considered in your peer's post.
- Identify an assumption on which the post seems to be based, and pose a useful alternative or contrasting approach based on a different assumption.
- Ask a probing question.
- Elaborate on a particular point.

Your response posts should be at least 75 words and substantive in nature. Support your views with references to assigned readings as well as to other theoretical, empirical, or professional literature. If you are responding with a personal perspective or an example from your workplace experience, be sure to focus on both the theoretical and practical implications. Cite all sources in current APA style.

### Reference

Kettl, D. F. (2018). *Politics of the administrative process* (7th ed.). Washington, DC: CQ Press.

### Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Creating Strong Discussion Posts \[PDF\]](#)