Course Title	:	PMS 3101 Managing Public Organizations
Recommended Study Year	:	1
No. of Credits/Term		3
Mode of Tuition	:	Lectures and Tutorial
Class Contact Hours	:	3 hours per week
Category in Major Prog.	:	Required
Discipline	:	Public Management
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

This course is designed to enhance students' management and leadership skills for potential service in the public and organization. A manager needs to assemble the skills, talents, and resources of individuals and groups into those combinations that best solve the organizational problems at hand. Management is about managing people, information, and processes to accomplish organizational goals and making things happen within limited timeframes. The course provides student with the tools need to diagnose and solve organizational problems, to influence the actions of individuals, groups, and organizations, and to lead impactful public organizations.

Aims

This course aims to:
1. Introduce students to the tools, issues, theories, and practice of management of public organizations
2. Lead students to explore and analyze key issues in management of public organizations
3. Equip students with the skills and tools to diagnose and solve organizational problems
4. Help students to apply tools and skills to influence actions, groups and organizations

Learning Outcomes (LOs)

Upon successful completion of this course, students will be able to:
1. Develop an understanding of the challenges of leading and managing in the public sector
2. Develop a problem-solving orientation that employs critical thinking, analysis and synthesis
3. Identify and clearly define a management and/or leadership problem/issue;
4. Analyze and question evidence in a rigorous manner;
5. Organize evidence to support arguments and recommendations.

Indicative Content
1. Developing Mission for public organization
2. Team: Formation and Process/Impact of Social Media on Public Sector
3. Strategic Analysis Objectives
4. Managing and Measuring Organizational Performance
5. Designing Organizational Structure
6. Motivating Performance
7. Communicating Effectively
8. Managing Diversity
9. Organizational Culture
10. Decision Making and Ethics
11. Values in Resources Allocation

Teaching Methods

The course will consist of weekly lectures (2 hours), tutorials (1 hour). In tutorials, students will discuss the assigned readings and take turns to make presentations.

Assessment

1. 40% Final examination: A two-hour final examination will take place at the end of the course.
2. 60% Group assignment and presentation: A mid-term assignment (essay, 40%) will be given within the first four weeks of the course on group basis. Each group will be expected to write a 3000-word essay on one issue that is relevant to management of public organizations. The output will be presented to the class at the end of the course (20%).

Measurement of Learning Outcomes

Learning Outcome	Final Exam	Group assignment and presentation
1. Develop an understanding of the challenges of leading and managing in the public sector	✓	✓
2. Develop a problem-solving orientation that employs critical thinking, analysis and synthesis	✓	✓
3. Identify and clearly define a management and/or leadership problem/issue;	✓	✓
4. Analyze and question evidence in a rigorous manner;	✓	
5. Organize evidence to support arguments and recommendations.	✓	✓

Required/Essential Readings

Rainey, H. G. (2014). Understanding and Managing Public Organizations (5th ed.). San Francisco: Jossey-Bass.

Recommended/Supplementary Readings

1. Aranda, E.K., Aranda, L., & Conlon, K. (1998). Developing a Team Process. In Teams: Structure, Process, Culture, and Politics, pp. 53-58. Upper Saddle River, NJ: Prentice Hall.
2. Behn, R. D. (1998). What Right Do Public Managers Have to Lead? *Public Administration Review, 58, pp. 209-224.*
3. Behn, R. D. (2003). Why Measure Performance? Different Purposes Require Different Measures. Public Administration Review, 63, pp. 586-606.
4. Brockner, J. (2006). Why it's So Hard to be Fair. Harvard Business Review, March, 122-129.
5. Chatman, J. A., & Cha, S. E. (2003). Leading by Leveraging Culture. California Management Review, Summer, pp. 20-34.
6. Covio Social Media Group (2014). Going Social: Tapping Into Social Media for Nonprofit Success.
7. Edmonson, A. C. (2011). Strategies for Learning from Failure. Harvard Business Review, April, pp. 48-55.
8. Gabarro, J. J., & Hill, L. A. (2002). Managing Performance. Harvard Business School, pp. 1-6. (Acquire HBR)
9. Gast, A. & Zarini, M. (2012). The Social Side of Strategy. McKinsey Quarterly, pp. 1-11. The attached article that follows on Collaborative Strategic Planning is optional reading.

10. Hill, L. A., & Farkas, M. T. (2001). A Note on Team Process. Harvard Business School, pp. 1-17.
11. Hodge, B. J., Anthony, W. P., & Gales, L. M. (2003). Structure and Design—Basic Organizational Building Blocks. In Organizational Theory: A Strategic Approach (6th ed.), pp. 30-46. Upper Saddle River, NJ: Prentice Hall.
12. Kerr, S. (1995). On the Folly of Rewarding A, while Hoping for B. Academy of Management Executive, 9, pp. 7-16.
13. Kidder, R. M. (1995). Overview: The Ethics of Right versus Right. In How Good People Make Tough Choices, pp. 13-29. New York: Simon & Schuster.
14. Lipsky, M. (2010). Goals and Performance Measures. In Street-Level Bureaucracy: Dilemmas of the Individual in Public Services, pp. 40-53. New York: Russell Sage Foundation.
15. Lipsky, M. (2010). Street-Level Bureaucrats as Policy Makers. In Street-Level Bureaucracy: Dilemmas of the Individual in Public Services, pp. 13-25. New York: Russell Sage Foundation.
16. Lipsky, M. (2010). The Problem of Resources. In Street-Level Bureaucracy: Dilemmas of the Individual in Public Services, pp. 29-39. New York: Russell Sage Foundation.
17. Management Skills (6th ed.), pp. 583-591. Upper Saddle River, NJ: Prentice Hall.
18. Moore, M. H. (1995). Managerial Imagination & Defining Public Value. In Creating Public Value: Strategic Management in Government, pp. 13-56. Cambridge, MA: Harvard University Press.
19. Moore, M. H. (2000). Managing for Value: Organizational Strategy in For-Profit,
20. Nadler, D. A., & Lawler, E. E. III (1977). Motivation: A Diagnostic Approach. In J. R. Hackman, E. E. Lawler, & L. W. Porter (Eds.), Perspectives on Behavior in Organizations (2nd ed.), pp. 27-37. New York, NY: McGraw-Hill.
21. Nonprofit, and Governmental Organizations. Nonprofit and Voluntary Sector Quarterly, 29, pp. 183-204.
22. Pfeffer, J. (2005). Putting People First: How Nonprofits that Value their Employees Reap the Benefits in Service Quality, Morale, and Funding. Stanford Social Innovation Review, Spring, pp. 27-33.
23. Phills, J. A. (2005). Introduction: The Role of Mission and Strategy in Enhancing the Performance of Nonprofit Organizations, & Mission: The Psychological and Emotional Logic. In Integrating Mission and Strategy for Nonprofit Organizations, pp. 3-47. New York, NY: Oxford University Press.
24. Phills, J. A. (2005). Strategy: The Economic Logic. In Integrating Mission and Strategy for Nonprofit Organizations, pp. 48-70. New York, NY: Oxford University Press.
25. Sawhill, J. C., & Williamson, D. (2001). Mission Impossible? Measuring Success in Nonprofit Organizations. Nonprofit Management and Leadership, 11, pp. 371-386.
26. Tannen, D. (1995). The Power of Talk. Harvard Business Review, Sept/Oct, pp. 138-148.
27. Thomas, D. A., & Ely, R. J. (1996). Making Differences Matter: A New Paradigm for Managing Diversity. Harvard Business Review, Sept/Oct, pp. 79-90.
28. Whetten, D. A., & Cameron, K. S. (2005). Conducting Meetings. In Developing Management Skills (6th ed.), pp. 583-591. Upper Saddle River, NJ: Prentice Hall.

Additional readings will also be given weekly on a topic by topic basis.

Important Notes:
1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in coursework, tests and examinations, and the possible consequences as stipulated in the

Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is "the presentation of another person's work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student's own work". Students are required to strictly follow university regulations governing academic integrity and honesty.

3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students' understanding of plagiarism, a mini-course "Online Tutorial on Plagiarism Awareness" is available on https://pla.ln.edu.hk/.